

Bridging Required with Needed Assessment Measures for Students with Limited English  
Language Proficiency

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**Abstract:** The paper offers ideas for assessing and teaching English language learners (ELL)--English as Second Language (ESL, 2L, CLD) learners--through dynamic evaluation using children's literature. Given the increased demands within the general education classroom, the teacher needs ways to combine assessment procedures with effective instructional strategies. As part of a reading diagnosis model for data collection, annotated book lists of two United States (US) history content areas are presented. Data collection during instruction can be used to improve the Response to Intervention (RtI), evaluation, Individualized Educational Plan (IEP), annual goals and objectives, and re-evaluation processes. Missouri state standards are connected to many of the proposed teaching strategies.

## Bridging Required with Needed Assessment Measures for Students with Limited English Language Proficiency

As the number of students in the United States with non-English speaking backgrounds surpasses 2 million, pressures increase on schools to serve this population more effectively (Saenz, Fuchs, & Fuchs, 2005). Several descriptive terms and abbreviations are used in the literatures: Culturally and linguistically diverse (CLD), English language learner (ELL), two language learners (2L), English as second language (ESL), Limited English proficiency (LEP), English as foreign language (EFL). Likewise, teachers who focus on these students with limited English proficiency are sometimes called Teachers of English to Speakers of Other Languages (TESOL). Teachers of English language learners, general education teachers, and special education teachers continually assess students while they teach language acquisition and support curricular instruction. Their key decisions about assessment involve how to assess accurately, what to teach, and how to teach so that students can obtain a meaningful education. When teaching students who are English language learners, educators work to meet both communication and content standards.

Teachers of English language learners may find themselves in a complex instructional environment. First, there may be conflicting educational goals. Often English language learners are very interested in learning about the United States (US) (e.g., customs, history, geography). Many students who are English language learners may want to learn acculturation information, while their teachers may need to emphasize language skills and curriculum-related content. Second, teachers may work with students of various ages and skills. When teaching English language learners who recently migrated to the US, teachers may have an instructional situation with students of mixed ages--sometimes at the same time--with no to low English language

ability. Third, there may be problems in assessing special needs of English language learners as educators often confuse the language acquisition process with behaviors associated with learning disabilities (Barrera, 2006).

Because of influences of poverty, poor educational opportunities, and immigration trauma for many English language learners, for example, causes and assessment becomes complex. Language and cultural differences may cause learners to be undiagnosed, overdiagnosed, or incorrectly diagnosed regarding their special education and related services (Case & Taylor, 2005). The over-representation of English language learners in programs for special education, for example, suggests that inappropriate assessment may be influencing the process (Artiles, Rueda, Salazar, & Higareda, 2005). The purpose of this article is to generate ideas for data collection methods, which can be used to improve the Response to Intervention (RtI), evaluation, Individualized Education Plan (IEP), annual goals and objectives, and re-evaluation process for English language learners who may or do qualify for special education and related services.

**The Evaluation Process.** With federal, state, and local testing mandates, teachers of students with limited English proficiency, diagnosticians, and special and general educators need a way to bridge required and needed assessment measures for students who are English Language Learners. The ELL assessment process needs to give the teacher information to facilitate successful instruction while satisfying school and government mandates. Toward this goal, the Individuals with Disabilities Education Act (IDEA 2004) requires special educators to use non-discriminatory evaluation (Special Education & Rehabilitative Services, 2006). This concept means that tests must be selected and administered that are not ethnically or culturally biased. Nondiscriminatory evaluation must be given in the child's preferred language or mode

of communication, for example, and must be used to assess all areas related to the suspected disability. The measure must be administered by trained personnel in conformity with assessment instructions and reflect of the student's aptitude or achievement. While there are no specific test or tests that are required to diagnose a student with limited English proficiency, tests and measures should be selected based on the student's strengths, weaknesses, and the suspected disability. These tests may be administered in order to evaluate what the student has learned or may learn in the future, are usually "standardized" in that they are given in the same way to everyone, and may be norm-referenced (PBS, 2006). In addition to formal tests, the evaluation typically includes observations, interviews, and medical information. By law, the evaluation is conducted by a group of individuals including a parent or guardian, at least one of the student's general education teachers, and a special education teacher or special service provider related to the student's area of need (e.g., such as a speech/language therapist, physical therapist, occupational therapist) (PBS, 2006).

The nondiscriminatory evaluation process is designed to determine whether or not a student has a disability, and if the student should receive special education and related services. In this process, the first step is to receive approval for evaluation from the parents. Once the parent gives permission for evaluation, the educator has 60 days to complete the evaluation at no cost to the parent. The evaluation measures must assess a student in all areas of suspected disability, must be appropriate to culture and language, must be a valid instrument, must be part of multiple instrument procedures (no single source of information can determine the outcome), and must involve a multidisciplinary team. A student can only be placed in special education and related services after the evaluation is complete (Yell, 2006). If parents disagree with the Individualized Education Programs (IEP) designed by the school, they have the right to a hearing

(EdSource). If parent disagrees, the parent may have someone outside the school system evaluate the child {this is called an Independent Educational Evaluation or IEE). The parent may help select the person or persons who will do the testing and can have the testing done at no cost by demonstrating at a hearing that the evaluation is appropriate.

The legal basis for nondiscriminatory evaluation comes from the legal case *Larry P. v. Riles* (1972, 1979) (Aitken & Sawyer, 2006). In this case, the California Supreme Court decided that using IQ tests to place children in Special Education was inappropriate in the case of an African American child because of the guarantees under the equal protection clause of the 14th Amendment of the U.S. Constitution. These tests were found to be culturally biased (Yell, 2006). Although today, most standardized IQ and other test makers carefully guard against questions of cultural bias, discriminatory evaluation appears to continue because of the disproportionate numbers of students classified as minority in special education and related services.

**Using Measures.** The wide range of English language learners (ELL) ages and language competency may require the teacher to teach communication skills through an array of curricular supplements. Effective assessment and instruction may function together as faculty seek to raise learner knowledge and skills across the board. Overton (2006) described an array of tests appropriate for assessing language areas, including language areas beyond reading, writing, and spelling, which may be useful for teachers of English language learners (pp. 295-298):

- Peabody Picture Vocabulary Test—Third Edition (PPVT-III).
- Test of Language Development—Primary: Third Edition (TOLD--P:3).
- Test of Language Development—Intermediate: Third Edition (TOLD-I:3).
- Test of Adolescent and Adult Language—Third Edition (TOAL—3).

The Table of Diagnostic Standardized Academic Tests that gives basic information about twelve key tests may be useful for educators (pp. 300-302).

Typically, IQ tests are used in conjunction with other measures for the diagnosis of students eligible for special education and related services. For the student with limited English language proficiency, nonverbal IQ tests such as the CTONI (Comprehensive Test of Nonverbal Intelligence) may be more appropriate than the Stanford Binet or WISC IV. Even when using these types of tests, however, Overton (2006) suggested an array of potential assessment problems that can introduce bias and error and jeopardize results (p. 94).

- Use of measures required by school administration, without consideration of appropriateness.
- Use of measures intended for other purposes.
- Use of the quickest or easiest instrument.
- Use of the most popular instrument.
- Failure to establish rapport with examinee.
- Failure to record diagnosis-relevant behaviors during the examination.
- Failure to follow standard test administration protocols.
- Failure to record or score correctly.
- Failure to interpret measure correctly.

The evaluation and IEP process must be data driven in order to determine the category of disability, the present levels of performance, special education and related services, modifications to allow child to meet IEP goals and participate in general education, and the student's progress. For students who are English language learners, this evaluation process can be complicated by language and cultural factors. Baca and Cervantes (2003) suggested four

fallacies that many educators believe regarding students who may qualify as ELL and also be eligible for special education and related services:

1. Fallacy: Students with exceptionalities cannot learn two (or more) languages.
2. Fallacy: Parents of CLD students (with and without exceptionalities) should speak with their children at home in English.
3. Fallacy: Acquiring more than one language is "difficult" and can lead to academic problems.
4. Fallacy: Some bilingual students don't speak any language to a real extent and are "semilingual"

At the heart of nondiscriminatory evaluation is the fact that culturally and linguistically diverse students tend to be inappropriately represented in special education and related services. In some cases, students who are English language learners may be under-represented because the school district is afraid of lawsuits over misdiagnosis. In other cases, culture and language differences contribute to misdiagnosis so students who are CLD are over-represented in special education and related services. Robertson and Kushner (1994) reported the following information about students who were African American:

- 16% of the total U.S. student population.
- 32% of students in programs for mild mental retardation (MMR).
- 29% in programs for moderate mental retardation.
- 24% in programs for serious emotional disturbance (SED).

Harvard (2001) studies show this trend continues with inappropriate special education placements for minorities, sometimes at a rate of four times what one would expect. In addition to United States co-cultural differences, schools also experience intercultural differences. In the

state of New York, for example, students come from 160 countries. Although most people consider the heartland—like the Kansas City area—to be homogenous, Olathe School District, for example, has students from dozens of different countries. These children who immigrated to the United States may have other forces that affect their education (VESID, 2002):

- Came to the United States after an extended stay in another country, where they were forced to immigrate from their homelands,
- Experienced traumatic events such as war and other civil disturbances,
- Subjected to forced family separations,
- Had little or no formal schooling before arriving in the United States,
- Lived lives of chronic poverty and disruption in the United States.

These factors can contribute to a complex instructional environment. To emphasize the point, language and cultural differences may cause learners to be undiagnosed or incorrectly diagnosed regarding their eligibility for special education and related services (Baca & Cervantes, 2004; Case & Taylor, 2005; Obiakor, 2007). The over-representation of English language learners in programs for special education, for example, suggests that inappropriate assessment may be influencing the process (Artiles, Rueda, Salazar, & Higareda, 2005).

### **English Language Learners Diagnosed Eligible for Special Education Services.**

When an English language learner has a learning disability, “identification and remediation can be very complex” (Spear-Swerling, 2006, para. 1). At this point, relatively few research studies have provided clear insight into how to best serve English language learners who are diagnosed with disabilities, but the area is one of keen research interest (Chiappe, Siegel, Wade-Woolsey, 2002; Gerber & Durgunoglu, 2004; Geva, 2000; Gunderson Siegel, 2001; McCardle, Mele-McCarthy, Cutting, & Leos, 2005; Saenz, Fuchs, & Fuchs, 2005).



Under IDEA-2004, students need to be assessed for special education services in the language they are most comfortable with. For many languages, no formal measures may be available to the educator. Even when an appropriate test is available, a professional may be unable to administer the test appropriately because of language differences. When administered in English, an educator may not be able to determine whether low scores on academic assessment are caused by a learning disability or insufficient exposure to English. To help diagnosis, talking with the family about the child may provide key information to determine whether the child may be eligible for special education services. Spear-Swering (2006, para. 5) provides the following information that may be helpful when obtaining information from the family:

- “The child has a history of oral language delay or disability in the native language.
- “The child has had difficulty developing literacy skills in the native language (assuming adequate instruction in the native language).
- “There is a family history of reading difficulties in parents, siblings, or other close relatives (again, assuming adequate opportunity to learn to read).
- “The child has specific language weaknesses, such as poor phonemic awareness, in the native language as well as in English. (However, these difficulties may manifest somewhat differently in different languages, depending on the nature of the written language; for example, Spanish is a more transparent language than English, so children with phonological weaknesses may decode words more accurately in Spanish than in English.)

- “The child has had research-based, high-quality reading intervention designed for English language learners, and still is not making adequate progress relative to other, similar English language learners.”

Figueroa (2006) examined reforms in laws supporting fair assessment for English language learners. In an analysis of a five specific school districts’ procedures, Figueroa found that educators failed to use legal or professional guidelines. Figueroa concluded: “nonbiased, nondiscriminatory assessment is not being done with bilingual pupils” (“Conclusion,” para. 1). What Figueroa discovered was that the school psychologists used intelligence tests, standardized achievement tests, and a perceptual or memory processing test. The exact nature of these tests is not explained in the article, but here are the findings that are so troubling:

- “None of the psychological reports judged any of the tests to be invalid. Also, because none of them used the alternative assessment contexts permitted when tests are considered invalid, 95% of the reports did not cross-validate the test results” (“Results,” para. 3).
- More than two thirds (68%) of the reports did not test in the student's primary language” (“Results,” para. 4).
- “It is clear that the great majority (between 90% and 100%) of the diagnosticians did not consider the possible impact of prior schooling, present schooling, or the curriculum of the home as contextual factors to be taken into account to augment formal measures and to determine whether the students' learning problems might be wholly or in part explained by contextual factors and not just mentation” (“Results,” para. 11).

- “Report writers seemed to have no acquaintance with the known, research-based fact that slower mental processing in the weaker language is a typical characteristic of children learning a second language.” (“Results”).

Figueroa says that the study sample was small and not necessarily generalizable, but I suspect it was quite representative of certain schools. I think that most educators—perhaps even more so in this heartland region—simply don’t know how to approach the complicated process of nondiscriminatory evaluation.

There is an ongoing debate over whether culturally and linguistically students are over- under- or appropriately represented in eligibility for special education and related services (Wilkinson, Ortiz, & Robertson, 2006).. The correct answer to the debate may be less important than the evidence that there clearly is a problem in the evaluation process., which leads to mislabeling, misdiagnosis, and overlooking students who should receive special education and related services. The problems are exacerbated by lack of appropriate assessment tools for culturally and linguistically diverse students and a shortage of staff trained in multiple languages and cultures.

In this research, Wilkinson, Ortiz, and Robertson analyze the referral of English language learners for special education and related services. They make a case for the importance of using multiple sources in the decision-making process. The authors suggest caution about the generalizability of the findings about the small group of students used in the study. That said, an expert panel questioned the accuracy of the evaluation results in many cases, often at a rate close to 50%. Wilkinson, Ortiz, and Robertson recommend using formal and informal assessments in the student’s language and parent or family interviews.

Barrera. (2006) suggests problem is that “like students with LD, second language learners will exhibit severe discrepancies between their academic potential and actual achievement. Because they are likely to come from historically different cultural and linguistic backgrounds, their observed learning difficulties can be mistaken for deeper cognitive deficits” (“Special Education Assessment,” para. 1). The solution lies in finding a better approach to assessment. Regardless of the cause of the academic problem, the same kinds of instructional strategies can help the student. The Response to Intervention (RtI) may actually be effective in using active learning process as part of the evaluation. Of course the focus on response failure is a rather negative perspective on evaluation. Norm-referenced, criterion references, and curriculum-based assessment have similar validity problems related to students with limited English proficiency. Curriculum-based assessment is typically used to evaluate students who have limited English proficiency despite the fact that there are significant gaps in empirical testing with those students. Thus, Barrera (2006) advocates using dynamic assessment.

Barrera explains: “In particular, **there is a need to examine methods that can be used early in the process of identifying these learners and to provide their teachers with instructionally relevant assessments that can lead to successful remediation** of learning problems.” Barrera’s position may be the crux of one solution to evaluating students with limited English proficiency. The heterogeneity of the student population and the complexities of their learning require us to avoid singular definition and approaches and instead use more innovative and engaging approaches to evaluation such as the “Chaotic” system of evaluation. Chaos Theory comes from a branch of mathematics that explains the fundamental order of complex systems. By avoiding defining and labeling students, we may find the instructional approaches we need to help students gain a meaningful education.

Layton and Lock (2002) advocate the importance of sensitizing teachers to the nature of learning for students with limited English proficiency as a way of supporting more appropriate evaluation. Because characteristics of learning a second language and characteristics of a learning disability are so similar, general education teachers may misinterpret the basic characteristics of learning a second language. These language acquisition characteristics include the following:

1. Slower rate of learning.
2. Slower communication competence.
3. Behavior problems.
4. Reading difficulty.
5. Problems with language related to time and space concepts.
6. Difficulty with story-telling and abstract language.

Layton and Lock (2002) found that with training in the nature of language acquisition, teachers made better referral decisions about student evaluation for special education and related services.

Through Responsiveness-to-Interventions (RtI), the general education teacher may work with other educators to employ research-based strategies to help students who may later be diagnosed eligible for special education services. When diagnosed eligible for special education services, IDEA-2004 still requires the student receive instruction in the least restrictive environment, so that educators need to be aware of strategies that may work to assess and remediate problems. Spear-Swerling (2006) recommended the following interventions:

- Encouraging oral elaboration,
- Explicit instruction in comprehension strategies,
- Explicit phonemic awareness instruction,

- Peer-assisted learning. structured and systematic phonics instruction,
- Use of visual aids, and
- Vocabulary development.

Multiple issues operate simultaneously regarding the student who is learning English.

- Does language acquisition explain the learning problems?
- Does the student also qualify for special education and related services?
- If the student receives an IEP, will re-evaluation be conducted in a way that identifies a misdiagnosis?
- Will special education services be fair and appropriate for the student cannot communicate well in English?

Although nondiscriminatory evaluation is crucial, the research evidence suggests that we are making a lot of mistakes. Those research findings suggest that we need to focus on making sure strategies for Response to Intervention (RtI), general and special education instruction, and three year re-evaluations are particularly careful in the case of the student who is an English language learner.

**Reading Diagnosis.** Reading is a process by which learners come to associate various elements in the learning process. The goal is for the learner to fluently read the print and make connections between the meaning-making process in order to understand or comprehend. Reading is the ability to read connected print (decoding) fluently and with understanding (comprehension). Children with learning disabilities and English language learners are at risk for reading problems because of different reasons. Regardless, Snow, Burns, and Griffin (1998) suggested that 80% of special education referrals from teachers are based on reading problems, which suggests that reading problems may complicate assessment for English language learners.

Adequate English learning may require five to seven years, which may adversely affect the acquisition of reading skills during crucial learning periods. Thus, diagnosis and appropriate teaching of reading is a crucial element for students who are English language learners (Aitken, 2006).

According to Wheelock, for the educator, assessment and effective instructional strategies will make an enormous difference in the language acquisition and school success for the student learning English. This assessment process can include diagnosis and evaluation. Both processes incorporate identification of the level of occurrence or absence of skills, dispositions, or other essentials of learning. Evaluation gives information that can assign a label, certify a learner eligible for services, or compare groups of learners for program evaluation. Evaluation can be helpful because certain generalizations can be made about the learner, which may help parents and professionals to proceed from there. The term *diagnosis* comes from two Greek roots, *dia*, meaning "through" or "across," and *gnosis*, meaning "knowledge." What we want is "to know thoroughly." The medical meaning of the word diagnosis is the "process of determining the nature of a disease by examination and observation." Some parents of children eligible for special education services compare a diagnosis to a verdict: A diagnosis may pigeonhole the learner so he or she will no longer be treated as an individual with the same potential as the typical student. This fear is an important reason to avoid misdiagnosis.

For the diagnosis of reading disabilities for English language learners, an appropriate definition may be "the act, or result, of identifying disorders from their symptoms" (Wheelock). The question immediately becomes: Is the reading difficulty because of

- Language acquisition difficulties,
- Insufficient reading education, or

- Undiagnosed problems that might indicate the child is eligible for special education service?

Unless a child is in 3rd grade or 8 years old, for example, a school may not evaluate his or her reading. While parents and teachers are waiting for a diagnosis, the problems become continually more difficult to correct with the passage of time. Diagnosis may involve formal (e.g., measures) or informal approaches (e.g., group feedback, observation), inferential (e.g., teacher's experience). Pragmatically, the parents and teachers need to know what the learner needs so they can immediately use instructional strategies to improve the situation (cited in Aitken, 2006).

English language learners may have inadequate reading development in their native language or inadequate English language development. Teaching techniques that seem to facilitate language and skill acquisition for English language learners include the following:

- Clearer and slower oral articulation at a lower complexity (Peregoy & Boyle, 2004),
- A classroom environment welcoming to various cultures and languages (Murshad, 2002), and
- Access to reading.

One example of an assessment measure that leads to action is the Classroom Reading Inventory by Silvaroli and Wheelock (2003). At the risk of over-simplification, the teacher can administer the test individually to students in a few minutes, then immediately employ research-based strategies of teaching for more effective learning:



- If the student tests at the PP or P level, for example, the child has few if any word attack skills and very low basic sight word vocabulary. The teacher can emphasize teaching basic sight word lists.
- If the student tests at the grade 1 & 2 level, the teacher needs to help the student with long and short vowels and review basic sight words.
- If the student tests at the 3 or 4<sup>th</sup> grade level, the child has mastered basic sight words and needs to improve decoding. The decoding instruction should include review of short vowels, help with irregular vowel combinations (diphthongs), help with structural analysis (breaking words into syllables).
- If the child tests at the 5<sup>th</sup> grade level, the teacher will want to review irregular vowel combinations and structural analysis skills.
- If the child tests at the 6<sup>th</sup> grade level, the learner is beyond basic word recognition problems, but has inadequate knowledge of low frequency vocabulary words, and probably most needs to do extensive independent reading.

Silvaroli and Wheelock (2003) provide the measures and all information a teacher needs to successfully test, diagnose, and teach accordingly. The measure is relatively easy to learn from the manual and tests can be printed from the CD that comes with the package. Again, the advantage is that the teacher can obtain a reading level diagnosis that will give strategies for remediation in a test that can be administered in less than a half hour.

### **Using Children's Literature to Facilitate Diagnosis and Learning.**

When studying for certification in teaching English as a Second Language/English, I was particularly excited about my first assessment course because I expected to learn how to administer, interpret, and use all the different measures available. Instead, the assessment course

I completed taught about observation and nonstandardized methods, which lack the standardized information that many school districts want. I began to think that the evaluation of students with limited English proficiency is so complicated and difficult that the many educators avoid confronting the real assessment issues in a meaningful way. The concern for reliable, valid, and normed measured is a crucial one. In some cases, however, standardized test may seem to emphasize student testing more than student learning. Since then, I've come full circle from wanting standardized tests that give absolute answers to realizing the important considerations available through observational data collection. Dynamic assessment and classroom observations can provide more confidence that educators will make the right decisions for the learner. Data collection through dynamic or active learning sources can be used in the original evaluation, re-evaluation, and annual goals process. Educators can provide information such as classroom-based assessments and observations.

This realization brings me to the suggestion of using US American history curriculum to implement an approach consistent with the Response to Intervention (RtI) model. Here are some general teaching and evaluation strategies that may be useful with this information. General education, special education, and ESL teachers will need to collect data during the teaching process, if they want to provide the information to show strengths and needs in the RtI or IEP process. General and special education teachers can document their observations to make sure they contribute helpful information to the initial and re-evaluation process.

Re-evaluation meetings will want to collect sufficient data to support or challenge labels that have been attached to the student. Educators will want to be open-minded to the possibility that they have misdiagnosed the English language learner. The focus is always on serving the student so he or she receives a fair and appropriate education. Thus, the educator may want to

incorporate opportunities for collecting observation data and dynamic assessment processes into the process of teaching with children's literature. As part of a literature reading diagnosis model, two instructional goals may support the process of teaching English language learners:

**1. To teach curricular content through US history content.** US history offers the possibility of working with English language learners in an area where they have low knowledge, but high interest. We know that some students with disabilities can learn better when we focus on learner interests. For children who have recently immigrated to the United States, topics about US history and culture may hold high interest for some students. While working on language and acculturation skills, the teacher of English language learners still can teach needed curricular content to students.

With urban students and English language learners in mind, this paper contains an annotated list of books and instructional strategies for use in teaching US history units. The list is divided into two broad time frames. Although the time frames are large, the categories provide a vehicle to deliver curricular information and language study across-age levels. Study of the Civil War may be particularly interesting to diverse students, for example, because of the nature of the content and the potentially relevant discussions of prejudice, discrimination, and US American ideals.

In addition, the teacher can discuss math and science content during a focus on US history. Here are a few examples for integrating curriculum: Science can be incorporated by discussing problems and inventions throughout history. Math can be incorporated by making recipes of food for history, studying maps, and tracking population. The varied land and weather of the United States may give another opportunity to discuss science. Math and science can be combined when teaching transportation during westward expansion.

## **2. To teach language skills through traditional and multicultural children's**

**literature.** In recent years, authors, scholars, and publishers have rewritten US history to include the stories of the diverse peoples who have participated in our history. With the US being a nation of many immigrants, a historical context gives the opportunity to discuss the original lands of students or their ancestors. The involvement of other nations in the Revolutionary War, Spanish-American War, and World Wars, for example, offers the opportunity to discuss other nations.

### **Missouri Social Studies Curriculum per Level**

Although social studies curriculum varies by state, US history is required in all states and provides potential curricular content for English language learners. Here are general Missouri expectations.

- K Self in family, school, the school's immediate environment, and the Nation
- 1 Families – Here and in Other Settings of the Past and Present
- 2 Community – Our Community and Communities in Other Places
- 3 Communities – Our Community, Its History, How It Is Governed, How People Earn a Living in It, How it Relates to the Nation
- 4 Missouri History and Missouri Geography in the Context of United States Regions
- 5 American History: The Peoples of America Before Columbus, The Arrival of Europeans, The Colonies, The Revolution and New Nation, The Expansion of the Nation, Early Industrial Revolution, The Civil War
- 6 Option 1: World Geography; Option 2: World History: Ancient Times to the time of Columbus
- 7 World History: Ancient Times to the time of Columbus; World Geography

## 8 United States History from the Columbian Exchange through Reconstruction

Missouri Communication Arts grade level expectations:

[http://www.coe.missouri.edu/~map/mapcd/resources/comarts/CommArts\\_Final\\_2-20-04\\_Word.doc](http://www.coe.missouri.edu/~map/mapcd/resources/comarts/CommArts_Final_2-20-04_Word.doc)

### Examples for Combining Teaching Strategies with Data Collection

Overton suggests that there are three basic types of data collection through observation (2006, p. 193-194). The teacher will want to record a baseline, then collect additional data to determine progress toward goals and for re-evaluation purposes.

1. **Indirect Observation** (e.g., “interviewing the classroom teacher and parents, reviewing data in the school records, completing behavioral rating scales, checklists”).

2. **Direct or Descriptive Observation** (e.g., checklists, teacher data, or behavior charts, event recording, interval recording, anecdotal recording, duration recording, latency recording, and inter-response time). Target behaviors are behaviors that require the teacher to intervene to improve the academic or social learning context. When recording events, the teacher will want to note the frequency of target behavior. When recording intervals, the teacher will want to indicate samples of behaviors by looking at behaviors for brief intervals over a period of time. When recording anecdotes, the teacher will want to make note of behaviors and communication during a specific period of time. When recording duration, the teacher will want to make note of the length of time of a behavior. When recording latency, the teacher will want to indicate the length of time between the stimulus and response. When recording interresponse time, the teacher will want to record the amount of time between target behaviors.

3. **Functional Assessment Interviews.** These interviews with teachers, parents, and the student are motivated by the need to formulate a hypothesis about the function, meaning, or

motivation of the target behavior. The student may be asked to discuss his or her feelings or worries about any relevant topic.

Relevant goals and short term objectives can be developed, which relate to reading the literature selections:

- Given the assignment of a chapter from an independent reading book, Joan will read the chapter independently and answer teacher questions independently with 90% accuracy by 11/03/2007.
- When given a directive by an adult, Joan will read orally or silently in an independent reading selection within 10 seconds, with no more than 1 physical or visual prompt 90% of the time on 2 out of 3 data days by 11/03/07.
- During group reading with peers, Joan will work cooperatively (e.g., reading aloud, sharing information about reading content, using appropriate words, turn-taking) with no more than 1 prompt per opportunity on 3 consecutive data days, by 11/03/07.
- At the end of a unit, Joan will orally describe her favorite book using at least 25 words, by 11/03/07.
- After reading a segment from an assigned book, Joan will create a greeting card for an inspirational character in the book, by 11/03/07.
- Given a story from US history, Joan will participate in a dramatic reenactment of a portion of a story, which includes physical movement and at least 10 orally spoken words, by 11/03/07.

- Given a teacher provided display of books relevant to the topic of US geography throughout history, Joan will select a book that is appealing and orally describe at least one picture in the book, by 11/03/07.
- Given a teacher selected biography of a person from US history, Joan will privately practice oral reading of one paragraph, then read the paragraph to the entire class, by 11/03/07
- Given a teacher provided display of books relevant to the topic of US history, Joan will select three books that belong in the biography category and orally explain why those books fit in the category, by 11/03/07.

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## US HISTORY: COLONIAL AMERICAN AND THE AMERICAN REVOLUTION (1492-1783)

Language Arts	Science	Math	Art/Music
<ul style="list-style-type: none"> <li>● Adler, D. A. (1989). <i>Remember Betsy Floss</i>.</li> <li>● Benet, R., &amp; Benet, S. V. (1933). <i>A book of Americans</i>.</li> <li>● Brennan, L. C. (2004). <i>The Black regiment of the American Revolution</i>.</li> <li>● Brezina, C. (2004). <i>Johnny Tremain and the American Revolution</i>.</li> <li>● Cheyney, A. (2005). <i>History challenge: 190 brainteasers about the United States</i>.</li> <li>● Freedman, R.</li> </ul>	<ul style="list-style-type: none"> <li>● Collier, J. L. (2004). <i>Gunpowder and weaponry: Great inventions</i>.</li> <li>● January, B. (1999). <i>Science in colonial America</i>.</li> <li>● Oxlade, C., Halstead, R., and Reid, S. (n. d.). <i>The science and history project book</i>.</li> <li>● Spangenburg, R., &amp; Moser, D. K. (2004). <i>The Rise of Reason</i>.</li> <li>● Watts, F. (2002). <i>The encyclopedia of war and weaponry</i>.</li> <li>● Whitfield, P. (2003). <i>The history of science</i>.</li> <li>● Woods, G.</li> </ul>	<ul style="list-style-type: none"> <li>● Axelrod-Contrada, J. (2005). <i>A historical atlas of colonial America</i>.</li> <li>● George, L. (2004). <i>Calendars of Native Americans</i>.</li> <li>● Wirkner, L. (2005). <i>Learning about America's colonial period with graphic organizers</i>.</li> <li>● Zuravicky, O. (2005). <i>Map math</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● Bales, R. (n. d.). <i>The American Revolution</i>.</li> <li>● Broida, M. (2004). <i>Projects about colonial life</i>.</li> <li>● Charles, C. (1975). <i>Paul Revere and the Minutemen</i>.</li> <li>● Charles, C. (1975). <i>Survival at Valley Forge: A narrative poem</i>.</li> <li>● Dahl, M. (2004). <i>Row, row, row the boats: A fun song about George Washington crossing the Delaware</i>.</li> <li>● Ench, R., &amp; Cravath, J. (2001).</li> </ul>

(2001). *In the days of the vaqueros: America's first true cowboys.*

●Schanzer, R.

(2004). *George vs. George.*

●Hodgkins, F.

(2004). *Missouri: Land of liberty series.*

●Holling, H. C.

(1941). *Paddle-to-the-sea.*

●Katz, B. (2000). *We the people.*

●National Geographic.

(2004). *United States Atlas for young explorers.*

●Perl, L. (2002). *North across the border.*

●Reynolds, J.

(2004). *A-Z United States of America.*

●Shapiro, W. E.

(Ed.) (2005). *The student encyclopedia of the United States.*

●Sita, L. (2005). *Pocahontas.*

●Smith, C. (1992). *The legendary wild west: A sourcebook on the American West.*

●Sonneborn, L.

(2004). *The pledge of allegiance: The story behind our patriotic promise.*

●Sonneborn, L.

(2006). *Benedict*

(1999). *Science of the early Americas.*

*North American Indian music.*

●Kellogg, S.

(1996). *Yankee Doodle.*

●McGill, A.

(2000). *In the hollow of your hand.*

●McHugh, C.

(1994). *Western art 1600-1800.*

●Mis, M. S. (2006). *How to draw the life and times of Thomas Jefferson.*

●Samuel, C.

(2003).

*Entertainment in colonial America.* ● Silverman, J.

(1996). *Just listen to this song I'm singing.*

●Thomas, M.

(2002). *Fun and games in colonial America.*

●Van Zandt, E.

(1995). *A history of the United States through art.*

●Wilson, S. G. C.

(1999). *African American quilting.*

●Wroble, L. A.

(1997). *Kids in colonial times.*

●Yorinks, A.

(2005). *Quilts of states.*



*Arnold: Hero and traitor.*

•Stanley, G. E.  
(2005). *The European settlement of North America: 1492-1763.*

•Thompson, L.  
(2006). *Territorios de Estados Unidos.*

•Washbourne, C. K.  
(1994). *A multicultural portrait of colonial life.*

**1. Axelrod-Contrada, J. (2005). *A historical atlas of colonial America*. New York; The Rosen Publishing Group.**

The teacher may find this book useful for teaching early American history because of the actual historical maps available. The book may work to integrate math and social studies. The teacher may want to look at the Virginia Communication and Literacy Assessment

[http://www.va.nesinc.com/PDFS/VC\\_testblueprint.pdf](http://www.va.nesinc.com/PDFS/VC_testblueprint.pdf) and use items to serve as stimulus

questions. Practice in the native language--if Spanish--may be facilitate the process of helping students learn the principles that may be assessed. For example, the teacher may select a page from the book and ask questions such as: What is a word that has more than one meaning? Is there a word that you do not know in the selected segment, and if so, can you guess at the meaning based on the sentence or paragraph? Find a word on the page and give a synonym.

Find another word and give an antonym. This book may be a good book to practice

Understanding Directions. Below are the Missouri expectations.

Follow a simple	Read and follow a	Read and follow	Read and follow	Read and follow	Read and follow	Read and follow
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pictorial/written direction, with assistance	simple direction to perform a task	simple directions to perform a task	two- and three-step directions to complete a simple task	three- and four-step directions to complete a task	multi-step directions to complete a task	multi-step directions to complete a <b>complex task</b>
Read and follow multi-step directions to a complete a complex task	Read and follow multi-step directions to complete a complex task	Read and apply multi-step directions to perform complex procedures and/or tasks				

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## 2. Adler, D. A. (1989). *Remember Betsy Floss and other colonial American riddles.*

**Toronto: A Bantam Skylark Book.**

This book of humor should facilitate students learning and enjoyment of early American history. Who was given thread to sew a flag but cleaned her teeth instead? Betsy Floss. Why did Benjamin Franklin fly his kite? He got a charge out of it. This book contains amusing cartoons and would be fun for middle and upper elementary grades. The simplicity of this book's content may provide a useful vehicle to check knowledge of pre-reading fundamentals of print concepts. The expectations for K-1 are as follows:

<b>Demonstrate basic concepts of print</b> <ul style="list-style-type: none"> <li>•directionality</li> <li>•print tells story</li> <li>•word by word matching</li> </ul>	<b>Demonstrate concepts of print</b> <ul style="list-style-type: none"> <li>•upper- and lower-case letters</li> <li>•first and last letters in words</li> <li>•spaces between words</li> <li>•letter and word order</li> <li>•punctuation has meaning</li> </ul>
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**3. Benet, R., & Benet, S. V. (1933). *A book of Americans*. New York: Holt, Rinehart and Winston.**

Although this older book's black and white drawings may not be the most attractive students encounter, the use of poems to describe people and events is an interesting and unique way to teach US history. English language learners may particularly enjoy the way a poem plays with the sound, rhythm, and images of language. The book spans a wide range of time and people. In just a minute or two, a poem may be able to engage students through the rhyme, rhythm, and images. The teacher may want to use a passage from the book to check Phonemic Awareness. The expectations for K-1 are as follows:

Develop ability to hear and say separate sounds ( <b>phonemes</b> ) in words ( <b>phonemic awareness</b> ) <ul style="list-style-type: none"> <li>•produce rhyming words</li> <li>•isolate consonant sounds</li> <li>•blend onset and rime</li> <li>•blend spoken phonemes</li> </ul>	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> <li>•separate and say sounds in words</li> <li>•blend sounds to form words</li> <li>•replace beginning and ending sounds to form new words</li> </ul>
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**4. Broida, M. (2004). *Projects about colonial life*. New York: Benchmark Books.**

This book is from the Hands-on History series. The teacher may be able to involve students in the learning process through activities. Projects include a fishnet, hornbook, candle making, building a cradle, cooking, making a windmill, writing with a quill pen, and sewing a pocket.

**5. Brennan, L. C. (2004). *The Black regiment of the American Revolution*. North Kingtown, RI: Moon Mountain.**

The Revolutionary War army of Rhode Island was in poor condition, so they decided to enlist slaves in the army. The slaves would make the same pay as whites and earn their freedom. The book also discusses the Native Americans who were colonists's slaves after King Philip's War (100 years before the Revolutionary War), whose descendents were still slaves at the time of the Revolutionary War. The drawings are interesting and the information about this unique part of US history is fascinating.

As the class works through books on various time periods, the teacher may want to keep a chart of information on a bulletin board. Different students or student teams can add information from each book and the class can compare and contrast the results. Topics of comparison might include food, language, places to live, and transportation, for example.

**6. Brezina, C. (2004). *Johnny Tremain and the American Revolution*. New York: Rosen Publishing Group.**

This book is a study guide to the novel and study of the American Revolution. *Johnny Tremain*, by Esther Forbes, is an historical novel often used to teach language arts and history. *Johnny Tremain* is one of the best selling children's books of all time. For ideas about how to link the book with history lessons, see

<http://www.macomb.k12.mi.us/wq/WebQ97/REVOLUT.HTM> or Historical Fiction--American Revolution <http://www.brick.net/~classact/F-revolution.html>

Both teachers and students may find the content interesting, in part because the pictures are museum artifacts, including maps. The book could give ideas about replicas of artifacts, which could be created in the classroom. *Johnny Tremain* tells about a youth in Boston prior to the outbreak of the Revolutionary War. The book could prompt discussion about the Boston

Massacre, the Boston Tea Party, the British blockade of Boston's port, Paul Revere, the Battles of Lexington and Concord.

**7. Charles, C. (1975). *Paul Revere and the Minutemen*. Elgin, IL: The Child's World.**

This young to mid-elementary book has attractive drawings to accompany the famous poem about Paul Revere, which may be appealing to an instructional unit on the Revolutionary War as high as the 5<sup>th</sup> grade. With the colorful drawings, students will be able to imagine the scenes in the poem. This visual-poetic approach may help students learn this event easily. The teacher may want to use a segment from this book to teach Phonics. The Missouri expectations for grades K-7 are listed below.

Grade: K Develop	1 Develop	2 Develop	3 Apply	4 Apply	5 Apply	6 Apply
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alphabet and phonics knowledge <ul style="list-style-type: none"> <li>• by demonstrating an awareness that letters represent sounds (<b>phonics</b>) and a string of letters represent words</li> <li>• name most letters</li> <li>• say sounds associated with most letters</li> <li>• write letter that goes with spoken sound</li> </ul>	and apply <b>decoding strategies</b> to “problem-solve” regularly spelled one- or two-syllable words when reading	and apply decoding strategies to “problem-solve” unknown words when reading	decoding strategies to independently “problem-solve” unknown words when reading	decoding strategies to “problem-solve” unknown words when reading	decoding strategies to “problem-solve” unknown words when reading	decoding strategies to “problem-solve” unknown words when reading
7 Apply decoding strategies to “problem-solve” unknown words when reading	8 Apply decoding strategies to “problem-solve” unknown words when reading	9-12 Apply decoding strategies to “problem-solve” unknown words when reading				

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**8. Charles, C. (1975). *Survival at Valley Forge: A narrative poem*. Elgin, IL: The Child's World.**

This book is similar to Paul Revere and the Minutemen, with illustrations by the same person.

The story is told by a middle-aged sergeant in the Revolutionary Army and an 18-year-old soldier. The rhyme, rhythm, and drawings should be attractive to children and provide an interesting vehicle to remember Valley Forge. The teacher may want to use a segment from this book to teach Fluency. The teacher may want to discuss using punctuation to make oral reading expressive. Below are expectations by grade level.

Grade K Read simple text •containing a small bank of <b>high-frequency words</b> •consisting of <b>environmental print</b>	1 Read grade-level instructional text •by developing <b>automaticity</b> of an increasing core of high-frequency words •with appropriate phrasing and expression	2 Read grade-level instructional text with <b>fluency</b> , accuracy and expression	3 Read grade-level instructional text •with fluency, accuracy and expression •adjusting <b>reading rate</b> to difficulty and type of text	4 Read grade-level instructional text •with fluency, accuracy and expression •adjusting reading rate to difficulty and type of text	5 Read grade-level instructional text •with fluency, accuracy and expression •adjusting reading rate to difficulty and type of text	6 Read grade-level instructional text •with fluency, accuracy and appropriate expression •adjusting reading rate to difficulty and type of text
7 Read	8 Read	9-12 Read				

grade-level instructional text •with fluency, accuracy and appropriate expression •adjusting reading rate to difficulty and type of text	grade-level instructional text •with fluency, accuracy and appropriate expression •adjusting reading rate to difficulty and type of text	grade-level instructional text •with fluency, accuracy and appropriate expression •adjusting reading rate to difficulty and type of text
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**9. Cheyney, A. (2005). *History challenge: 190 brainteasers about the United States.***

**Tucson: Tood Year Books.**

This book is part of a series, with this particular book geared to level 1, ages 8-10. The teacher may want to use this book to engage students during spare moments or to facilitate a game about US history. The book has a different question, answer, and illustration on each page. Many questions make a link to the current, although one fact appeared outdated, so the teacher may want to double-check current references. The teacher may want to use this book to facilitate learning vocabulary. The expectations are below.

K Develop	1 Develop	2 Develop	3 Develop	4 Develop	5 Develop	6 Develop
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<b>vocabulary</b> by listening to and discussing unknown words in stories	vocabulary through text, using • <b>base words</b> • <b>classroom resources</b>	vocabulary through text, using •base words •classroom resources • <b>context clues</b>	vocabulary through text, using •base words •synonyms and antonyms •context clues •glossary •dictionary, with assistance	vocabulary through text, using •root words and <b>affixes</b> •synonyms and antonyms •context clues •glossary and dictionary	vocabulary through text, using •roots and affixes •context clues •glossary and dictionary	vocabulary through text, using •roots and affixes •context clues •glossary, dictionary and thesaurus
7 Develop vocabulary through text, using •roots and affixes •context clues •glossary, dictionary and thesaurus	8 Develop vocabulary through text, using •roots and affixes •context clues •glossary, dictionary and thesaurus	9-12 Develop vocabulary through text, using •roots and affixes •context clues •glossary, dictionary and thesaurus				

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**10. Collier, J. L. (2004). *Gunpowder and weaponry: Great inventions*. New York:**

**Benchmark Books.**

The teacher may want to use this mid to upper elementary book to integrate science study into the study of the American Revolution. By starting mid-way through the book, the teacher could use segments relevant to teaching US history and the important role of weapons

gunpowder in the Revolutionary War. The teacher may want to use this book to teach pre-reading skills. The expectations are listed below.

Develop and apply, with assistance, <b>pre-reading strategies</b> to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview text and picture</li> <li>•make general prediction</li> </ul>	Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict with evidence</li> <li>•set a purpose for reading, with assistance</li> </ul>	Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict and confirm or reject</li> <li>•set a purpose for reading</li> </ul>	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict</li> <li>•set a purpose for reading</li> </ul>	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict</li> <li>•set a purpose for reading</li> </ul>
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Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict</li> <li>•set a purpose and rate for reading</li> </ul>	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict</li> <li>•set a purpose and rate for reading</li> </ul>	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict</li> <li>•set a purpose and rate for reading</li> </ul>	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict</li> <li>•set a purpose and rate for reading</li> </ul>	Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> <li>•access prior knowledge</li> <li>•preview</li> <li>•predict</li> <li>•set a purpose and rate for reading</li> </ul>
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**11. Dahl, M. (2004). *Row, row, row the boats: A fun song about George Washington crossing the Delaware*. Minneapolis: Picture Window Books.**

Although this book is geared to teaching younger elementary students about the Revolutionary War, the cartoon-style pictures may be appropriate for older elementary. By using a song, with words that teach the events of the war, children have a different vehicle for



<b>read-alouds,</b> develop and utilize, with assistance, strategies to •self-question and correct •infer •predict and check using cueing systems > meaning > structure > visual	develop and utilize, with assistance, strategies to •self-question and correct •infer •predict and check using cueing systems > meaning > structure > visual	develop and utilize strategies to •self-question and correct •infer •predict and check using cueing systems > meaning > structure > visual	utilize strategies to •self-question and correct •infer •visualize •predict and check using cueing systems > meaning > structure > visual	utilize strategies to •self-question and correct •infer •visualize •predict and check using cueing systems > meaning > structure > visual	utilize strategies to •self-question and correct •infer •visualize •predict and check using cueing systems > meaning > structure > visual	utilize strategies to •self-question and correct •infer •visualize •predict and check using cueing systems > meaning > structure > visual
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During reading, utilize strategies to •self-question and correct •infer •visualize •predict and check using cueing systems > meaning > structure > visual	During reading, utilize strategies to •self-question and correct •infer •visualize •predict and check using cueing systems > meaning > structure > visual	During reading, utilize strategies to •self-question and correct •infer •visualize •predict and check using cueing systems > meaning > structure > visual
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**15. Hodgkins, F. (2004). *Missouri: Land of liberty series*. Mankato, MN: Capstone Press.**

This book provides a brief history of Missouri, from the native Mound Builders, to the first Europeans, Louisiana Purchase, Lewis and Clark Expedition, settlement, statehood, Civil War, and the Pony Express. The book also provides a discussion of current government,

economics, and people. The highly visual book is geared for mid-elementary, but the pictures are mature enough to work with older elementary students. This book would be valuable to use in a Missouri history unit.

**16. Holling, H. C. (1941). *Paddle-to-the-sea*. Boston: Houghton Mifflin Company.**

This book is about a Native American boy's toy canoe going through the great lakes. The attractive drawings and story make an interesting way to study geography. The teacher may want to discuss language use in the book and how it would be written differently today.

Although the language and content may feel a little out of date, the idea could create an interesting student activity. Each student could create a canoe, then imagine they put the canoe in the water in Chicago, for example, and trace where the canoe could go.

**17. January, B. (1999). *Science in colonial America*. New York: Franklin Watts.**

This book is in the Science of the Past series discusses Sir Francis Bacon and the Age of Reason. Of particular interest was the concept of democratic science, so that science in America was not dominated by a small group of people. The book teaches about apothecaries, folk medicine, epidemics and inoculations, naming animals of North America, the beginning of botany, the discovery of ancient animal bones, astronomy, Benjamin Franklin and electricity. The book talks about how the spirit of colonial America influenced science, which would make an excellent supplement to a unit on colonial America.

The teacher may want to use a segment from the book to teach Post-Reading skills.

Below are Missouri expectations.

Develop and	Develop and apply	Apply post-	Apply post-	Apply post-	Apply post-
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demonstrate, with assistance, <b>post-reading skills</b> after reading or read-alouds to <b>respond</b> to text •question to clarify • <b>retell</b> •illustrate •re-enact stories	post-reading skills to respond to text •question to clarify •retell • <b>reflect</b> • <b>analyze</b> • <b>draw conclusions</b>	reading skills to identify the <b>main idea</b> and <b>supporting details</b> •question to clarify •reflect •analyze •draw conclusions • <b>summarize</b> • <b>paraphrase</b>	reading skills to identify and explain the relationship between the main idea and supporting details •question to clarify •reflect •analyze •draw conclusions •summarize •paraphrase	reading skills to comprehend text •question to clarify •reflect •analyze •draw conclusions •summarize •paraphrase	reading skills to comprehend and interpret text •question to clarify •reflect •analyze •draw conclusions •summarize •paraphrase
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Apply post-reading skills to comprehend and interpret text •question to clarify •reflect •analyze •draw conclusions •summarize •paraphrase	Apply post-reading skills to comprehend and interpret text •question to clarify •reflect •analyze •draw conclusions •summarize •paraphrase	Apply post-reading skills to comprehend and interpret text •question to clarify •reflect •analyze •draw conclusions •summarize •paraphrase	Apply post-reading skills to comprehend and interpret text •question to clarify •reflect •analyze •draw conclusions •summarize •paraphrase
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18. Katz, B. (2000). *We the people*. New York: Greenwillow Books.

This book describes American history through the actual words of individuals. This unusual approach to teaching early American history provides poetry actually written by people from various time periods throughout American history, such as "Arriving in Virginia" (1607), "A Message for the Settlers" from Chief Wahunsonacock (1615), "A Proper Name for a Person" (1656). Although a relatively small portion of the book is dedicated to the words of early America, the poems give a power and perspective to the time period. The teacher may want to use this book to teach post reading skills. The short poems should facilitate being able to do an assessment after each poem, for example. Missouri expectations are listed below.

Develop and demonstrate, with assistance, <b>post-reading skills</b> after reading or read-alouds to <b>respond</b> to text <ul style="list-style-type: none"> <li>•question to clarify</li> <li>•<b>retell</b></li> <li>•illustrate</li> <li>•re-enact stories</li> </ul>	Develop and apply post-reading skills to respond to text <ul style="list-style-type: none"> <li>•question to clarify</li> <li>•<b>retell</b></li> <li>•<b>reflect</b></li> <li>•<b>analyze</b></li> <li>•<b>draw conclusions</b></li> </ul>	Apply post-reading skills to identify the <b>main idea</b> and <b>supporting details</b> <ul style="list-style-type: none"> <li>•question to clarify</li> <li>•reflect</li> <li>•analyze</li> <li>•draw conclusions</li> <li>•<b>summarize</b></li> <li>•<b>paraphrase</b></li> </ul>	Apply post-reading skills to identify and explain the relationship between the main idea and supporting details <ul style="list-style-type: none"> <li>•question to clarify</li> <li>•reflect</li> <li>•analyze</li> <li>•draw conclusions</li> <li>•summarize</li> <li>•paraphrase</li> </ul>	Apply post-reading skills to comprehend text <ul style="list-style-type: none"> <li>•question to clarify</li> <li>•reflect</li> <li>•analyze</li> <li>•draw conclusions</li> <li>•summarize</li> <li>•paraphrase</li> </ul>	Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> <li>•question to clarify</li> <li>•reflect</li> <li>•analyze</li> <li>•draw conclusions</li> <li>•summarize</li> <li>•paraphrase</li> </ul>	Apply post-reading skills to comprehend and interpret text <ul style="list-style-type: none"> <li>•question to clarify</li> <li>•reflect</li> <li>•analyze</li> <li>•draw conclusions</li> <li>•summarize</li> <li>•paraphrase</li> </ul>
Apply post-	Apply post-	Apply post-				

reading skills to comprehend and interpret text	reading skills to comprehend and interpret text	reading skills to comprehend and interpret text
•question to clarify	•question to clarify	•question to clarify
•reflect	•reflect	•reflect
•analyze	•analyze	•analyze
•draw conclusions	•draw conclusions	•draw conclusions
•summarize	•summarize	•summarize
•paraphrase	•paraphrase	•paraphrase

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**19. Kellogg, S. (1996). *Yankee Doodle*. New York: Simon & Schuster.**

Although the text appears geared for early primary, the detail of the pictures suggests middle elementary students may enjoy singing the song along with the pictures. The book will give some understanding of colonial times and revolution.

**20. McGill, A. (2000). *In the hollow of your hand*. Boston: Houghton Mifflin.**

These African-American slave songs tell the stories passed down through oral traditions. Each illustration is a fabric collage illustration, which is quite beautiful. I only knew one of the dozen songs. A sound CD accompanies the book. The author tells her personal connection to each song after presenting each song's words. The music is in the back.

**21. McHugh, C. (1994). *Western art 1600-1800*. New York: Thomson Learning.**

This book uses artwork to show the changes in the world during this time period. The color and detail suggest the book will be appropriate for mid to upper level elementary. This



book may prompt what discussion about what was happening in Europe during the time people of early American history. The teacher may want students to conduct research on the Internet about this art and the kind of art being produced in North America during the time period.

**22. Mis, M. S. (2006). *How to draw the life and times of Thomas Jefferson: A kid's guide to drawing the presidents of the United States of American*. New York: PowerKids Press.**

This interesting series would be appropriate for mid-elementary. There's historical information along with drawing instructions. Drawing may provide a useful option for English language learners. This book could help students create their own book of history, an illustrated book about key historical concepts, for example.

**23. National Geographic. (2004). *United States Atlas for young explorers*. Washington, DC: National Geographic.**

This atlas is an attractive publication containing a historical map of the original colonies and westward expansion in addition to the conventional maps. Lots of facts are available, which may be useful for map reading and learning current information in a historical unit. The current maps show photos and provide substantive material about each state. The teacher may want to use this book as a classroom reference.

**24. Oxlade, C., Halstead, R., and Reid, S. (n. d.). *The science and history project book*. Lorenz Books.**

This book contains "300 step-by-step fun science experiments and history craft projects." This large volume is geared toward young and mid-elementary students. Although the history connections may not be designed to teach US history, the teacher should be able to make connections for students. For example, in the project about why ships float, the teacher may connect to the ships of this time period. Train transportation, native American canoe, building

bridges, and other concepts may be discussed through projects. How telescopes work could be coordinated with a study of the use of telescopes and astronomy during the time period.

Although the photos are geared to younger children, all elementary ages may enjoy the interactivity of doing science projects to make history come alive.

**25. Perl, L. (2002). *North across the border: The story of the Mexican Americans*. New York: Benchmark Books.**

This book is one of the Great Journeys series. This book begins with early Mexico and the discovery of Mexico by Cortes and follows through to current Mexican American presence. The book appears geared for older elementary students and provides intriguing photos, fascinating artwork, and other illustrations. This story may be helpful to give perspective when opening the unit on history. The teacher also may want to use this book to teach making connections. The Missouri expectations are listed below.

Grade K Identify	1 Identify	2 Identify	3 Identify	4 Identify	5 Compare,	6 Compare,
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connections, with assistance, between •text ideas --- similarities and differences in various real and make-believe works ( <b>fiction and non-fiction</b> ) •text ideas and own experiences	connections between •text ideas --- similarities and differences in various fiction and non-fiction works, with assistance •text ideas and own experiences	connections between •text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works, with assistance •text ideas and own experiences •text ideas and the world, with assistance	and explain connections between •text ideas --- information and relationships in various fiction and non-fiction works ( <b>compare and contrast</b> ) •text ideas and own experiences •text ideas and the world	and explain connections between •text ideas --- information and relationships in various fiction and non-fiction works (compare, contrast and analyze) •text ideas and own experiences •text ideas and the world by demonstrating an awareness that literature reflects a <b>culture and historic time frame</b>	contrast and analyze connections between •information and relationships in various fiction and non-fiction works •text ideas and own experiences •text ideas and the world by responding to literature that reflects a culture and historic time frame	contrast and analyze connections between •information and relationships in various fiction and non-fiction works •text ideas and own experiences •text ideas and the world by identifying how literature reflects a culture and historic time frame
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7 Compare, contrast, analyze	8 Compare, contrast, analyze	9-12 Compare, contrast, analyze
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and <b>evaluate</b> connections between <ul style="list-style-type: none"> <li>•information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> <li>•text ideas and the world by identifying and explaining how literature reflects a culture and historic time frame</li> </ul>	and evaluate connections between <ul style="list-style-type: none"> <li>•information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> <li>•text ideas and the world by analyzing the relationship between literature and its historical period and culture</li> </ul>	and evaluate connections between <ul style="list-style-type: none"> <li>•information and relationships in various fiction and non-fiction works</li> <li>•text ideas and own experiences</li> <li>•text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture</li> </ul>
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**26. Reynolds, J. (2004). *A-Z United States of America*. New York: Children's Press.**

This book would be appropriate for English language learners. The book is a picture book based on the alphabet, yet the style would be attractive for older elementary and is not too juvenile. The emphasis is on content, not alphabet. When there are pictures of children, they are various ages. This simple and interesting introduction to the US is in contemporary style, which could be used for reading instruction and making a bridge between the early states and who we have become as a nation. The teacher may want to divide the book into parts and have children keep an alphabet journal after reading each segment. This book also may be useful to check Phonemic Awareness. The expectations for K-1 are as follows:

Develop ability to hear and say separate sounds ( <b>phonemes</b> ) in words ( <b>phonemic awareness</b> ) <ul style="list-style-type: none"> <li>•produce rhyming words</li> <li>•isolate consonant sounds</li> <li>•blend onset and rime</li> <li>•blend spoken phonemes</li> </ul>	Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> <li>•separate and say sounds in words</li> <li>•blend sounds to form words</li> <li>•replace beginning and ending sounds to form new words</li> </ul>
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[http://www.coe.missouri.edu/~map/mapcd/resources/comarts/CommArts\\_Final\\_2-20-](http://www.coe.missouri.edu/~map/mapcd/resources/comarts/CommArts_Final_2-20-)

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**27. Schanzer, R. (2004). *George vs. George: The American Revolution as seen from both sides*. Washington, DC: National Geographic.**

This book compares George Washing and George III in many ways. The colorful drawings are engaging, with interesting little details and sometimes amusing pictures. The comparison approach is unique, and the teacher may find this book to be quite engaging for students. The teacher may want to use this book to teach text features. Below are the Missouri expectations.

Locate and apply information in title, pictures and names of author and illustrator, with assistance	Locate and apply information in title, pictures and names of author and illustrator	Locate and apply specific information in title, pictures and table of contents	Locate and •apply information in title, table of contents and glossary •recognize the <b>text features</b> of fiction, poetry and drama in grade-level text	Locate •interpret and apply information in title, table of contents and glossary •and recognize the text features of fiction, poetry and drama in grade-level text	Locate •interpret and apply information in title, table of contents and glossary •and recognize the text features of fiction, poetry and drama in grade-level text	Locate •interpret and apply information in title, table of contents and glossary •and recognize the text features of fiction, poetry and drama in grade-level text
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Locate	Locate	Locate
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<ul style="list-style-type: none"> <li>•interpret and apply information in title, table of contents and glossary</li> <li>•and recognize the format of fiction, poetry and drama in grade-level text</li> </ul>	<ul style="list-style-type: none"> <li>•interpret and apply information in title, table of contents and glossary</li> <li>•and recognize the text features of fiction, poetry and drama in grade-level text</li> </ul>	<ul style="list-style-type: none"> <li>•interpret and apply information in title, table of contents and glossary</li> <li>•and recognize the text features of fiction, poetry and drama in grade-level text</li> </ul>
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[http://www.coe.missouri.edu/~map/mapcd/resources/comarts/CommArts\\_Final\\_2-20-](http://www.coe.missouri.edu/~map/mapcd/resources/comarts/CommArts_Final_2-20-)

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### **28. Samuel, C. (2003). *Entertainment in colonial America*. New York: PowerKids.**

The book describes various types of entertainment in colonial America: The Native American game of lacrosse, fox hunting, children's games, music, theater, quilting bees, and festivals. The beautiful period artwork illustrates the information. The teacher may want students to compare this book to another book read in class, such as Thomas's *Fun and games in colonial America*. Students may try making items for entertainment and trying out some games. For rules of lacrosse, for example, students can search the Internet.

### **29. Shapiro, W. E. (Ed.) (2005). *The student encyclopedia of the United States*. Boston: Kingfisher.**

This reference work contains information on more than a thousand topics about the US. There are photographs, maps, and art on every page to illustrate the topics. Famous people, myths, historical events, geography, the states, national parks, and economics are some of the topics included. English language learners may enjoy browsing this book, but more importantly can easily find a paragraph or two about almost any US-relevant topic.

### **30. Silverman, J. (1996). *Just listen to this song I'm singing: African-American history through song*. Brookfield, CT: The Millbrook Press.**

This book contains historical-perspective text to accompany each song. Students should find the black and white drawings and photographs interesting. The teacher may find students will respond to the emotion and humanization of history through the book.

**31. Sita, L. (2005). *Pocahontas: The Powhatan culture and the Jamestown colony*. New York: PowerPlus.**

This book is in the series the library of American Lives and Times and describes the time of Pocahontas. This realistic portray for older elementary should give students a different version of history from the cartoon versions. Realistic artwork adds to the authenticity. The teacher may want to assign students to write a diary, while pretending they are Pocahontas (or another historical figure from the period).

**32. Smith, C. (1992). *The legendary wild west: A sourcebook on the American West*. Millbrook Press.**

This book provides extensive artwork from the time period and provides some information on early American West. The art gives an authenticity to the text. Students should find the artwork absorbing while they study the time in American history. This book may serve as an effective prompt to study the Writing Process. Below are Missouri expectations.

Follow a	Follow a	Follow a	Follow a	Follow a	Follow a
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writing process to •generate a <b>draft</b> through pictures and words •revise text, with assistanc e, to make oral idea match written text and edit by crossing out letters or words and making substituti ons •publish	writing process to •brainstor m and record ideas in written form •generate a draft in written form •revise by adding detail and deleting unnecess ary informati on, with assistanc e •edit and proofread for capitaliza	writing process to •utilize a simple <b>graphic</b> <b>organize</b> r in prewritin g •generate a draft •reread and revise work (with/wit hout assistanc e) •edit and proofread for capitaliza tion and ending punctuati	writing process to •independ ently use a simple graphic organizer in pre- writing •generate a draft •routinely reread and revise work •routinely edit and proofread for capitaliza tion and ending punctuati on •independ	writing process to •independ ently use a simple graphic organizer in prewritin g •generate a draft •routinely revise, edit and proofread •independ ently publish writing	writing process to •organize informati on in a graphic organizer •apply writing process to write effectivel y in various <b>forms</b> <b>and</b> <b>types of</b> <b>writing</b>
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Follow a writing process to	Follow a writing process to	Follow a writing process to	Follow a writing process to
•choose	•create	•create a	•independ
and use	appropriate	variety of	ently
an	te graphic	appropriate	create
appropriate	organizer	te graphic	appropriate
te graphic	s to	organizer	te graphic
organizer	provide a	s	organizer
•apply	structure	•apply	s as
writing	for	writing	needed
process	information	process	•apply
to write	on	to write	writing
effectivel	•apply	effectivel	process
y in	writing	y in	to write
various	process	various	effectivel
forms	to write	forms	y in
and types	effectivel	and types	various
of writing	y in	of writing	forms
	various		and types
	forms		of writing
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**33. Sonneborn, L. (2004). *The pledge of allegiance: The story behind our patriotic promise*. Philadelphia: Chelsea Club House.**

This book is in the America in Words and Song series. Students who immigrate to the US may find this book particularly helpful in order to make sense of the Pledge. Unfortunately the age of children in the book's photos is quite young, so although the content may be useful for older elementary, the book probably will not work beyond the primary level. An alternative may be to create a word wall with all the words from the Pledge. Students could rotate being the word wall captain for the day and use an elaborate pointer (e.g., glove on a stick).

**34. Sonneborn, L. (2006). *Benedict Arnold: Hero and traitor*. Philadelphia: Chelsea House.**

This book is a biography of Benedict Arnold. Although a teacher may not want to read this book aloud to students because it provides more detail on a single topic than may be appropriate, the teacher can use the book as part of a project of famous Americans.

**35. Spangenburg, R., & Moser, D. K. (2004). *The Rise of Reason: 1700-1799*. New York: Facts on Files.**

This book is part of the History of Science series, which could provide science instruction while teaching history. Although geared for middle to upper grades, a teacher could pull segments from the book to help students understand the nature of science during this time period. The book discusses the American Revolution, for example, and how the thinking of the time period influenced social attitudes.

**36. Stanley, G. E. (2005). *The European settlement of North America: 1492-1763*.**

**Milwaukee, WI: World Almanac Library.**

This book is in the series “A Primary Source History of the United States.” Having books available like this one from this series would allow the teacher to simply select a book for individual reading work, while providing history instruction at the same time. Perhaps not the most visually appealing on this list, the book is still colorful with many pictures to help students learn what this time period was like in the US.

**37. Thomas, M. (2002). *Fun and games in colonial America*. New York: Children's press.**

This book is geared to primary children, but might make a nice introduction for studying colonial America. The book shows games like rolling the hoop, nine pins, and Morris.

**38. Thompson, L. (2006). *Los primeros asentamientos*. Vero Beach, FL: Rourke.**

This Spanish language book describes the landing of Christopher Columbus, Ponce de Leon, the French in Canada, founding of Jamestown, the Puritans, and similar events in early American history. Research suggests that English language learners may benefit from learning to read in their native language in addition to the second language. For more information, see Reading Rockets <http://www.readingrockets.org/articles/342>

**39. Thompson, L. (2006). *Territorios de Estados Unidos*. Vero Beach, FL: Rourke.**

This book is written in Spanish, with emphasis on Puerto Rico and the Caribbean. For some English language learners, this reinforcement through reading one's native language is useful. The teacher may find that many Latino immigrants cannot read Spanish any better than they can read English. For students who can read Spanish, however, this book offers an option for delivering some content. The identical book is available in English, which will enable the students to compare content in the two languages.

The teacher may want to investigate the iColorin Colorado website and ELL assessment information. There is a 45-minute webcast available for viewing, in which " Dr. Lorraine Valdez Pierce will discuss performance-based and standardized assessments; assessment as a tool for informing instruction; use of assessment to reinforce reading comprehension; and student self-assessment and self-monitoring." See <http://www.colorincolorado.org/webcasts/1003.php>

**40. Van Zandt, E. (1995). *A history of the United States through art*. New York: Thomson Learning.**

This book uses artwork from a 400 year span in US history. This book provides text and illustrations of key events throughout history in a way that provides an amazing overview to US history. Students may enjoy studying the paintings.

**41. Washbourne, C. K. (1994). *A multicultural portrait of colonial life*. New York: Marshall Cavendish.**

The teacher may find this book particularly helpful with English language learners because of the various ethnic groups discussed, primarily American Indians and Africans. This attractive book should appeal to upper elementary students. The teacher may want to collect several cultural books and read segments to begin or summarize units.

**42. Watts, F. (2002). *The encyclopedia of war and weaponry*. New York: Franklin Watts.**

Although this book discusses various nations and time periods, there is extensive content on the American Revolution. The text suggests appropriateness for upper elementary, but there are extensive and fascinating color illustrations, which support the explanations.

**43. Weiner, K., & Carter, B. (2006). *La Declaracion de Independencia: The Declaration of Independence*. Vero Beach, FL: Rourke.**

This book for young elementary children provides interesting and colorful drawings to accompany text in Spanish and English. The book tells the basic process of creating the Declaration of Independence.

**44. Whitfield, P. (2003). *The history of science, volume 5: The scientific revolution*. Danbury, CT: Grolier.**

Although relatively little of this book relates to US history, the book could provide students with a perspective of science at the time of the discovery of the Americas.

**45. Wilson, S. G. C. (1999). *African American quilting: The warmth of tradition*. New York: Rosen Publishing.**

This book describes quilting, textile work in Africa, and African quilting in America. Photos of quilts along with the historical contexts provide an engaging book for students. This book could be used with other books about quilting.

**46. Wirkner, L. (2005). *Learning about America's colonial period with graphic organizers*. New York: PowerKids Press.**

The teacher may find this series extremely useful in teaching American history. This approach will give students a different format for understanding and retaining. The content includes a line graph of Colonial population, a Venn diagram of the similarities and differences in the British and US government, a chart of governments, a web of social classes and herb remedies, and a chart of tools. This series offers an excellent learning approach for interdisciplinary studies.

**47. Woods, G. (1999). *Science of the early Americas*. New York: Franklin Watts.**

This usual mid to upper elementary book focuses on the science of Native peoples in North and South America. The book discusses medicine, including natural herbs, first aid, and

tools. The book describes the European diseases that killed thousands of early Americans. The book discusses counting and measuring, which could provide a springboard for math calculations with students. The Quipu abacus, for example, could be created as a math project. Other topics include engineering and astronomy, . This book would provide students with little known information as a springboard for multidisciplinary discussions of early American history.

**48. Wroble, L. A. (1997). *Kids in colonial times*. New York: PowerKids Press.**

This book for early elementary students provides an interesting look into history through children's chores, clothing, food, play, religion, and education.

**49. Yorinks, A. (2005). *Quilts of states: Piecing together America*. Washington DC: National Geographic.**

This unique idea provides a quilt to represent each state, with an explanatory text about the state, each written by one of “50 librarians from across the nation.” Another interesting National Geographic book for children, the teacher might be able to obtain and bring in some actual quilts and talk about the reality and symbolism of quilt making communities.

**50. Zuravicky, O. (2005). *Map math: Learning about latitude and longitude using coordinate systems*. New York: PowerMath.**

Although this book is not about American history, it could be used as a springboard to work with maps from colonial times. This book could be a springboard to discuss the travel of the explorers, for example, or migration of Mexicans into the US. The various books in this series show excellent potential for teaching history and math together in an applied way.

### **Sound CDs**

**51. Bales, R. (n. d.). *The American Revolution*. New York: Sony Music.**

This orchestral work of songs from the Revolutionary War may provide an interesting way to engage students in learning about the time period. The final selection is Yankee Doodle and the sound of the liberty bell.

**52. Mock, J. (2001). *Revolution: Songs of the Revolutionary War*. Nashville: Green Hill.**

The instruments include guitar, mandolin, whistles, fife, and drum.

## THE NEW UNITED STATES NATION (1783-1900)

- | Language Arts  | Science  | Math   | Art/Music   |
|--|--|--|---|
| ● Alter, J. (2001). <i>Great women of the old west.</i>                                      | ● DeCapua, S. E. (2004). <i>The Tuskegee airmen.</i>   | ● Dosier, S. (2000). <i>Civil War cooking.</i>   | ● Baeza, S. P. (1995). <i>Musica y baile.</i>                                     |
| ● Banks, S. H. (1998). <i>Abraham's battle.</i>  | ● Gibbons, G. (1991). <i>From seed to plant.</i>   | ● Dosier, S. (2000). <i>Civil War cooking.</i>   | ● Glubok, S. (1973). <i>The art of America from Jackson to Lincoln.</i>           |
| ● Bickerstaff, L. (2004). <i>The Red Badge of Courage and the Civil War.</i>                 | ● Golden, N. (2005). <i>Exploring the United States with the five themes of geography.</i>                                 | ● George, L. (2004). <i>Civil War recipes.</i>   | ● Rappaport, D. (2002). <i>No more!</i>   |
| ● Bloom, B. L. (2004). <i>The Mexican Americans.</i>   | ● Hopkinson, D. (2004). <i>A packet of seeds.</i>  | ● Gunderson, M. (2000). <i>Cooking on the Lewis and Clark Expedition.</i>  | ● Schmidt, R. (2006). <i>How to draw the life and times of Abraham Lincoln.</i>   |
| ● Brenner, B. (1978). <i>Wagon wheels.</i>   | ● Linde, B. M. (2004). <i>Building Washington, D. C.</i>   | ● Gunderson, M. (2000). <i>Cowboy Cooking.</i>   | Scholastic. (2002). <i>The Star-spangled banner.</i>                              |
| ● Brezina, C. (2005). <i>Sojourner Truth's "Ain't I a woman?" speech.</i>                    | ● Manson, A. (2001). <i>House calls.</i>   | ● Gunderson, M. (2000). <i>Pioneer farm cooking.</i>   | ● Jimerson, D. (1999). <i>Lincoln's favorite music.</i>                           |
| ● Carlson, J. (2004). <i>Uncle Tom's Cabin and the abolitionist movement.</i>                | ● McGully, E. A. (2004). <i>Squirrel and John Muir.</i>  | ● Gunderson, M. (2000). <i>Oregon trail cooking.</i>   | ● Mormon Tabernacle Choir. (n.d.). <i>Songs of the Civil War.</i>                 |
| ● Clinton, C. (2005). <i>Hold the flag high.</i>   | ● Sisung, K. (Eds.) (2001). <i>Science, technology, and society: The impact of science in the 19<sup>th</sup> century.</i> | ● Hamilton, J. (2003). <i>The Missouri river.</i>  | ● Para, D., Dyer, B., & Barton, C. (1995). <i>Rebel in the woods.</i>             |
| ● Collier, C., & Collier, J. L. (1999). <i>Hispanic America, Texas, and the Mexican War.</i> | ● Spangenburg, R., & Moser, D. K. (1994). <i>The history of science in the nineteenth century.</i>                         | ● Ichord, L. F. (2003). <i>Skill bread, sourdough, and vinegar pie.</i>  | ● Magill, B., Phillips, B., Phillips, S. (2001). <i>The Civil War collection.</i> |
| ● Dell, P. (2004). <i>Blood in the water.</i>  |  | ● Kalman, B. (2001). <i>Historic communities.</i>  | ● Wildhorn, F., Boyd, G., and Murphy, J. (1998). <i>The Civil War.</i>            |
| ● Ford, C. T. (2004). <i>The Civil War library.</i>  |  | ● O'Donnell, K. (2005). <i>The California Gold-Rush: Multiplying and dividing using three- and four-digit numbers.</i> |   |
| ● Greene, M. (2006). <i>The Transcontinental Treaty, 1819.</i>                               |  | ● Wilson, N. (2004). <i>The census and America's</i>   |   |
| ● Hamilton, J. (2003). <i>The</i>  |  |  |   |



*Missouri river.*

●Harness, C.

(2002). *Ghosts of the Civil War.*

●Helldorfer, M. C.

(2000). *Hog music.*

●Hopkinson, D.

(2003). *Our Kansas home.*

●Hopkinson, D., & Carpenter, N.

(2004). *Apples to Oregon.*

●Howard, E.

(2000). *The log cabin Christmas.*

●Jurmain, S.

(2005). *Forbidden schoolhouse.*

●Katz, W. L.

(1999). *Black pioneers.*

●Kroll, S. (1996).

*Pony Express!*

●Kuedee, J. (2002).

*How to draw Missouri's sights and symbols.*

●Levitin, S. (1996).

*Nine for California.*

●Lyons, M. E., &

Branch, M. M.

(2000). *Dear Ellen Bee.*

●Polacco, P. (1994.)

*Pink and Say.*

●Porter, C. (1993).

*1864 meet Addy.*

●Romano, A.

(2005). *A historical atlas of the United States and its territories.*

●Simmons, M.

(2002). *Millie Cooper's ride.*

*people.*

- Sis, P. (2004).  
*The train of the states.*
- Smolinski, D. (2003). *Soldiers of the Spanish-American War.*
- Stanley, J. (2000).  
*Hurry freedom.*
- Supples, K. (2005). *The Civil Rights Movement.*
- Thompson, G. (2002). *A homesteading community of the 1880s.*
- Tripp, V. (2003).  
*Thanks to Josefina.*
- Tudor, T. (1938).  
*Pumpkin moonshine.*
- Wisler, G. C. (1991). *Red cap*
- Wisler, G. C. (1995). *Mr. Lincoln's drummer.*

## THE NEW UNITED STATES NATION (1783-1900)

### BOOKS

- 1. Alter, J. (2001). *Great women of the old west.* Minneapolis MN: Compass Point Books.**

This book contains drawings, extraordinary artwork, and actual photographs at a simple text level geared to mid-elementary level. The teacher may want to use a segment from the book for English language learners and older elementary students, for example, to supplement teaching about US history. The book will provide impetus to discuss history and the role of women, including famous American women (e.g., Sacagawea, Annie Oakley, and Carry Nation).

The book provides information about Native Americans, Spanish, African-American women.

This book is one of the "We the People" series.

**2. Baeza, S. P. (1995). *Musica y baile*. Vero Beach, FL: Rourke Publications.**

This Spanish language book discusses music across the southern US, from Miami to Los Angeles. Of relevance to teaching US history is discussion about immigrants from Mexico who came to the US in the late 1500s, early 1600s and 1700s.

**3. Banks, S. H. (1998). *Abraham's battle: A novel of Gettysburg*. New York: Atheneum Books for Young Readers.**

In this novel, Abraham is a freed Black man, who is the caretaker for a Gettysburg estate. Abraham meets a young Confederate soldier, then later must decide whether to help him. Later in the story Abraham encounters Abraham Lincoln. This story is similar in some ways to *Pink and Say* regarding the delicate subject it explores, but the book is geared to older elementary. Using the two books together may allow the teacher to approach similar for two different age and reading levels. No illustrations.

**4. Bickerstaff, L. (2004). *The Red Badge of Courage and the Civil War*. New York: The Rosen Publishing Group.**

This book may be an appropriate novel on a number of dimensions. Some of the vivid descriptions could be read at lower levels because they bring the reality of scenes to students. This book is not the Stephen Crane novel, but a book about the novel, which provides an array of student or teacher supports. This book integrates quotes with support information, timelines, and photos. The actual novel may be appropriate for older students. The teacher may want to create a list of book combinations or segments of books that may be used together. What are 2-3 books that work well to teach the Civil War, for example? The teacher may want to keep notes on what

books and activities prompt effective student learning. This book may be an excellent one to use to learn or test for knowledge of literary devices. The teacher can select a segment from the book and ask students to identify the literary device. Below are the Missouri expectations.

Grade K Respond to <b>rhythm, rhyme and alliteration</b> in oral reading of poetry and prose	1 Read and respond to rhythm, rhyme and alliteration in poetry and prose	2 Identify author's use of rhythm, rhyme and alliteration in poetry and prose, with assistance	3 Explain examples of <b>sensory details</b> and <b>figurative language</b> within the context of poetry and prose	4 Explain examples of sensory details and figurative language within the context of poetry and prose	5 Explain examples of figurative language in poetry and prose (emphasize <b>simile, metaphor and personification</b> )	6 Identify and explain figurative language in poetry and prose (emphasize <b>onomatopoeia</b> and alliteration)
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7 Identify and explain figurative language in poetry and prose (emphasize <b>hyperbole, imagery and symbolism</b> )	8 Identify and explain figurative language in poetry and prose (emphasize <b>jargon, dialect and slang</b> )	9-12 Analyze and evaluate author's use of figurative language (emphasize <b>irony</b> ), imagery and <b>sound devices</b> in poetry and prose
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5. Bloom, B. L. (2004). *The Mexican Americans: Immigrants in America*. San Diego: Thomson.

Although much of this book is about modern times, it may work well when discussing US annexation of Mexican land in the mid-1800s. Maps, old photos, and other illustrations should prove interesting to students.

6. Brenner, B. (1978). *Wagon wheels*. New York: HarperCollins.

This novel is about an African American family who moves from Kentucky to Nicodemus, Kansas during the time of westward expansion. The father left his sons in Nicodemus, while he went on to find a place for them to settle, the children followed. The family has a positive encounter with Native Americans, who give them food during the harsh winter. The family experiences a prairie fire, wild animals. This easy-to-read yet adventurous story about boys of various ages would work well with the informational book about Nicodemus. This book may be useful to discuss **Text Elements**.

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from text to identify <b>story elements</b> (main characters and problem)	from text to identify <ul style="list-style-type: none"> <li>•character s</li> <li>•problem</li> <li>•solutions</li> <li>•events in logical sequence</li> </ul>	from text to <ul style="list-style-type: none"> <li>•make basic inference s about <b>setting</b>, character s and problem</li> <li>•predict solution</li> <li>•identify events in logical sequence</li> </ul>	from text to <ul style="list-style-type: none"> <li>•make inference s about setting, <b>character</b> traits and problem and solution</li> <li>•make predictions</li> <li>•draw conclusions</li> <li>•compare and contrast character s and changes in problems and settings</li> <li>•identify the narrator</li> <li>•identify <b>cause and effect</b></li> <li>•identify events from the beginning, middle and end</li> <li>•identify <b>author's purpose</b></li> </ul>	from text to <ul style="list-style-type: none"> <li>•make inference s about setting, character traits, problem and solution and story events</li> <li>•make predictions</li> <li>•draw conclusions</li> <li>•identify cause and effect</li> <li>•compare and contrast various elements</li> <li>•identify author's purpose</li> </ul>	from text to <ul style="list-style-type: none"> <li>•make inference s about setting, character traits, problem and solution and story events</li> <li>•make predictions</li> <li>•draw conclusions</li> <li>•identify cause and effect</li> <li>•compare and contrast various elements</li> <li>•explain author's purpose</li> </ul>	from text to <ul style="list-style-type: none"> <li>•analyze the influence of setting on character s, <b>plot</b> and resolution (conflict and climax)</li> <li>•explain cause and effect</li> <li>•identify <b>point of view</b> and <b>mood</b></li> <li>•identify the problem-solving processes of character s and the effectiveness of solutions</li> </ul>
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7 Use details from text to <ul style="list-style-type: none"> <li>•identify plot and <b>sub-plot</b>, <b>theme</b> and various <b>types of conflict</b></li> <li>•analyze cause and effect</li> <li>•identify and explain point of view and mood</li> <li>•determine how an incident <b>foreshadows</b> a future event</li> <li>•evaluate the problem-solving processes of characters and the effectiveness of solutions</li> </ul>	8 Use details from text to <ul style="list-style-type: none"> <li>•analyze point of view, mood and theme</li> <li>•interpret actions, behaviors and motives of characters</li> <li>•evaluate problem-solving processes of characters, consequences of character's actions and effectiveness of solutions</li> </ul>	9-12 Use details from text to <ul style="list-style-type: none"> <li>•analyze character, plot, setting, point of view and development of theme</li> <li>•evaluate proposed solutions</li> <li>•analyze the development of a theme across genres</li> <li>•evaluate the effect of <b>author's style</b> and complex literary techniques (including <b>tone</b>)</li> </ul>
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**7. Brezina, C. (2005). *Sojourner Truth's "Ain't I a woman?" speech*. New York: Rosen Central.**

The story of an African American woman who is a freed slave is powerful and amazing, and the speech is commanding. This book gives pictures and background information and would be a valuable resource for elementary on up because it includes the speech and significant background material. To further engage learners, the teacher could ask students to write an updated folktale or a story based on the information presented in this book. The teacher may want to create a chart of example dialog during history from different time periods and peoples. The class can compare use and style of language from these traditions and language differences today and practice saying the dialog aloud in the different styles. This activity may prompt discussion about different ways of speaking English.

This book may serve well in instruction and assessment of Purpose for Listening. Students could listen to and oral reading of different segments of the book for different purposes.

Grade K Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for simple directions, with teacher assistance</li> </ul>	1 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for simple directions to follow</li> </ul>	2 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•to solve problems</li> <li>•for directions to complete a simple task</li> </ul>	3 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for specific information</li> <li>•to distinguish fact from fiction</li> <li>•for directions to complete a two- or three-step task</li> </ul>	4 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> <li>•to identify tone, mood and emotion of verbal and <b>nonverbal communication</b></li> </ul>	5 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions to identify and interpret tone, mood and emotion of verbal and nonverbal communication</li> </ul>	6 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> <li>•to identify and evaluate tone, mood and emotion of verbal and nonverbal communication</li> </ul>
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7 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> <li>•critically to recognize and interpret propaganda techniques</li> </ul>	8 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> <li>•and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing)</li> <li>•to recognize how <b>colloquialisms</b> and jargon reflect context, regions and cultures</li> </ul>	9-12 Listen <ul style="list-style-type: none"> <li>•for enjoyment</li> <li>•for information</li> <li>•for directions</li> <li>•critically to summarize and evaluate communications that inform, persuade and entertain</li> <li>•to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria</li> <li>•to evaluate the <b>validity</b> and <b>reliability</b> of speaker's message</li> </ul>
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**8. Carlson, J. (2004). *Uncle Tom's Cabin and the abolitionist movement*. New York: Rosen Central.**

This book is a support book in the “Looking at Literature through Primary Sources” series. *Uncle Tom's Cabin* may be appropriate for a Civil War unit, whether or not students actually read the book. Using this series to provide information for students to do group research projects might be useful. This book is rather like having spectacular Cliff Notes with lots of visuals. Using segments from the actual *Uncle Tom's Cabin* may work well to teach Text Features. Below are the Missouri expectations.

Develop an awareness that text and pictures provide information	Identify and explain information in text, pictures, title and charts	Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas	Analyze text features in newspapers and magazines to clarify meaning
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Analyze the features of consumer texts, such as	Evaluate the author's use of text features to clarify	Evaluate the author's use of text features to clarify
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product information and instructional data to clarify meaning	meaning	meaning in multiple primary and/or secondary sources
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**9. Clinton, C. (2005). *Hold the flag high*. New York: Amistad.**

This book is the story about the Massachusetts 54<sup>th</sup> Regiment during the Civil War, which was all African American. This book appears to be designed for early elementary students, but the nature of the artwork would be appealing to older students, including English language learners. This perspective story could be an excellent way to engage students to talk about the Civil War, ethnicity, bigotry, exclusion, and tough ELL issues.

An elementary teacher in Northern Ireland explained on a television program about how she used desegregation stories to help students talk about their fear of IRA terrorist attacks. In some ways, having children who are immigrants talk about injustices about traditional African American injustices may allow learners to talk about their problems in a slightly different, yet meaningful, context. Because learners can see how US attitudes have improved regarding African Americans, students may find hope that negative attitudes toward immigrants will change too. To engage students further, the teacher may want to assign students to retell this story from the point of view of a different or particular character.

**10. Collier, C., & Collier, J. L. (1999). *Hispanic America, Texas, and the Mexican War: 1835-1850*. New York: Benchmark Books.**

This mid to upper elementary book may be particularly interesting to immigrants from Mexico. During current immigration discussion, one sometimes hears about the western lands

having belonged to Mexico. This book will help students to understand that period of US history. The beautiful artwork and maps illustrate the text.

**11. DeCapua, S. E. (2004). *The Tuskegee airmen: African-American pilots of World War II*. Chanhassen, MN: The Child's World.**

This book is about US history outside the indicated time span, but it could be woven into a Civil War discussion, for example. This book is about the 200 black pilots licensed in 1939 and additional Blacks who were trained through legislation allowing college student pilot training and preparation for the US Army Air Corps.

This book explains how when Blacks could become military pilots in 1941, the Air Corps set up training at the Tuskegee Institute for 12 Black college grads. There were 5 men who graduated and became officers and others followed (996 graduated). Their performance was equal to or better than their white counter-parts.

After success in shooting down German planes in 1944, they received national recognition through newsreels. 450 men were sent overseas, 66 killed in action, more than 100 received special honors, and then they returned to segregation and second-class citizenship.

In 1959, Tuskegee Airman Benjamin O. Davis became the first US Air Force general. Although the book is beyond this historical time frame, the teacher could link this book with *The Black Regiment of the American Revolution*, for example, or other books about African American participation in US wars. The teacher might want to use this book in combination with Clinton's *Hold the Flag High*. The combination would show how African Americans fought for the US, while denied basic rights.

The teacher may engage students by asking them to interview an adult—day care provider, parent—about this topic. Do we know more about this topic now than when that

person was in school? What might be some explanations for the changing view of US history that includes all the people of the nation?

**12. Dell, P. (2004). *Blood in the water: A story of friendship during the Mexican War.***

**Maple Plain, MN: Tradition Books.**

This novel about twelve-year-old Bonita intertwines Mexican and US history. The style of print is quite appropriate for older elementary students, but the picture book could be read to younger elementary students too. In addition to attractive illustrations, there are short explanations about US-Mexican history. This book is one of the Scrapbooks of America Series.

**13. Dosier, S. (2000). *Civil War cooking: The Confederacy.* Mankato, MN: Blue Earth Books.**

This book is part of the series “Exploring History through Simple Recipes.” All the books are basically the same format, but the historical context and visuals are different according to the context. A plate of cornbread from the book would help engage students in this discussion of history. One element that may work well for ELL is that the books in this series are like Cliff Notes of the time period in that they give a summary, which may provide useful reinforcement for curricular content. The books give a sound historical summary of the time period. Books in this series would enable the teacher to help students review curricular content in history.

**14. Dosier, S. (2000). *Civil War cooking: The Union.* Mankato, MN: Blue Earth Books.**

Again, as part of the Exploring History through Simple Recipes series, this book may provide an effective overview of a period of history combined with the strong visuals and food recipes, which could be an effective way to engage ELL and children in special education. A pan of gingerbread might be just the thing to engage students in learning about the Civil War. The teacher might want to organize a debate on a relevant topic. The debate could be about a

serious Civil War topic or something as unique debating whether the Union or the Confederacy had better food? The students could write out both sides of the argument, then advocate, then switch sides and argue the opposite site.

**15. Ford, C. T. (2004). *The Civil War library: African-American soldiers in the Civil War fighting for freedom*. Berkeley Heights, NJ: Enslow.**

This middle-upper elementary picture book is instructional, and because of the focus on African Americans, a unique perspective. The variety of real-life photos and drawings are fascinating. Maps and timelines provide useful information, suggesting this book might be an excellent and interesting choice. Before reading this book, on a big pad, the teacher may want to list every concept or topic students know or think might relate to the book. This approach will give the teacher knowledge about the students' knowledge level and help focus their thinking for the study of the material.

**16. George, L. (2004). *Civil War recipes: Adding and subtracting simple fractions*. New York: PowerMath.**

This book integrates teaching fractions with facts about the Civil War. The books may facilitate teaching math principles, step sequence, following instructions, reading, and history. The photos and drawings bring the material to life. This book appears well-designed for instruction with various elementary ages. Other PowerMath-PowerKids Press books are available on the topics of one-digit numbers with regrouping, four math operations, dividing three-digit numbers by one-digit numbers without remainders, using charts, graphs, and table, exploring probability through games, and more. This series provides an interesting approach to teaching math.

**17. Gibbons, G. (1991). *From seed to plant*. New York: Holiday House.**

This book may be useful in combination with *Johnny Appleseed* and *A Packet of Seeds*. Although this picture book is considered young juvenile, it could be used with higher levels, and would probably be good with some English language learner students. The book ends with a “From seed to plant” project planting beans, which may be appropriate for integrating science and math curricular concepts. The book simplifies a hard to understand process and may help prompt some experiments about growing plants under different conditions.

The class could talk about the kinds of crops grown during a particular historical time period and US location. When discussing pioneer history, for example, the students could plant sweet potatoes, which sprout easily in water, to talk about food availability during that historical period. The book may work well with other books—such as the cooking books—when teaching about food and farming.

**18. Glubok, S. (1973). *The art of America from Jackson to Lincoln*. New York: Macmillan.**

The artwork from nineteenth century US will reflect the people and places studied in a US Civil war unit. Demonstrating a variety of art styles, this book should appeal to any age student studying US history and provide images to associate with the time period.

**19. Golden, N. (2005). *Exploring the United States with the five themes of geography*. New York: PowerKids Press.**

The five themes of this book are location, place, human-environment interaction, movement, and regions. Although this book is about modern US geography, the book could link well with historical materials as a class studied the role of geography in US history (e.g., how the land influenced what people ate, how they lived, where they lived).

**20. Greene, M. (2006). *The Transcontinental Treaty, 1819: A primary source examination of the treaty between the United States and Spain over the American West*. New York: Rosen.**

A series book with facts, artifacts, maps, glossary, and bibliography. There is another in the series about the Treaty of Guadalupe Hidalgo, 1848 (the treaty that ended the Mexican-American War) and The Fort Laramie Treaty, 1868 (established a Sioux reservation in the Black Hills of Dakota). These books may be useful in support student research projects.

**21. Gunderson, M. (2000). *Cooking on the Lewis and Clark Expedition: Exploring history through simple recipes*. Mankato, MN: Blue Earth Books.**

This book is another interesting contribution to this series. The teacher may want to conduct a series study by having students look at the collection of books, for example. Students could compare recipes, for example, and draw conclusions about the availability of foods during certain periods in US history. They could make a comparison chart, for example. Each book would facilitate talk about history, actively engage students in a learning activity, practice the use of math, facilitate discussion kitchen safety, prompt talk about hygiene, enable use of maps and geography, and facilitate discussion of availability of crops and meat. Even if the class couldn't cook the items, the students could mix the items and the teacher could provide ones cooked at home. This book gives the opportunity to discuss practical math, history, safety, metric conversation, teamwork, and fruits and vegetables.

**22. Gunderson, M. (2000). *Cowboy Cooking: Exploring history through simple recipes*. Mankato, MN: Blue Earth Books.**

**23. Gunderson, M. (2000). *Pioneer farm cooking: Exploring history through simple recipes*. Mankato, MN: Blue Earth Books.**

**24. Gunderson, M. (2000). *Oregon trail cooking: Exploring history through simple recipes*. Mankato, MN: Blue Earth Books.**

**25. Gunderson, M. (2000). *Southern plantation cooking: Exploring history through simple recipes*. Mankato, MN: Blue Earth Books.**

**26. Hamilton, J. (2003). *The Missouri river*. Edina, MN: ABDO & Daughters.**

This book discusses Lewis and Clark and the Corps of Discovery trek along the Missouri in the early 1800s. Maps, historical photographs, reenactment photos, and current photographs enable the student to picture the time.

**27. Harness, C. (2002). *Ghosts of the Civil War*. New York: Aladdin.**

This picture book for upper elementary has fascinating detailed pictures and printing. The book has a current narrative, which takes the reader into history. The learners may enjoy the fantastic images. This book may be effective for English language learners. The teacher might ask students to summarize and evaluate this book, for example, discuss the book as a team, then write or draw a summary.

**28. Helldorfer, M. C. (2000). *Hog music*. New York: Viking.**

This story is about a box that goes across the first National Public Road via mail coach in 1840. This cute story is a beautifully illustrated picture book for young children, but may work for older children too. An aunt sends Lucy a hat, but with all the traveling problems, additional items are added to the box. The book makes the reader imagine and think about how difficult travel must have been during that time period.

**29. Hopkinson, D. (2004). *A packet of seeds*. New York: HarperCollins.**

Both the Hopkinson books and the book about Johnny Appleseed could form the core of an interesting pioneering unit that incorporated science (e.g., plant cycle, growth) and math (e.g.,



measuring). This story is about a pioneer family who starts a farm on the prairie. The pictures are beautiful, but the book would probably only be appropriate for younger elementary. The mother is sad about living a lonely life on the prairie, but cheered up by the gift of flower seeds from friends back home. This book might be useful to talk about loneliness, moving, and having a new baby in the family. The teacher may further engage students by using props while reading the story, such as period quilts or hats from US Toy.

**30. Hopkinson, D. (2003). *Our Kansas home: Book three of the Prairie Skies Series*. New York: Aladdin.**

Here is another book by Hopkinson, but this time a chapter book story for older elementary. This story is about a boy whose family is fighting in the Civil War and his personal experience with finding a runaway slave. The book contains interesting pencil drawings to illustrate the story. Besides the obvious bridge to Civil War history, the availability of multiple books by this author could enable an author study in this case. There are many websites about Hopkinson, and children could view the author's blog: <http://www.deborahhopkinson.com/>

**31. Hopkinson, D., & Carpenter, N. (2004). *Apples to Oregon: Being the (slightly) true narrative of how a brave pioneer father brought applies, peaches, pears, plums, grapes, and cherries (and children) across the plains*. New York: An Anne Schwartz Book.**

This picture book is a visually appealing and fun story about westward expansion. The teacher could put this book together with the book *Johnny Appleseed*, for example, or the *Oregon Trail* computer program. The teacher may want to develop a listening comprehension test to accompany this book, which can be given to students after they hear the story.

**32. Howard, E. (2000). *The log cabin Christmas*. New York: Holiday House.**

This beautiful and sad picture book is about a family whose mother has died. The mother had been the one to provide the spirit of Christmas for the family. In their new location, the family didn't have a church or typical supports in their Michigan home. Finally the family came together to celebrate Christmas. Some children experience great sadness at Christmas time and the book could help facilitate discussion about celebrations when there is no father, a mother was in prison, or family members located in a distance land. This book might work well to prompt discussion about how the sadness with memories is okay, and children can take steps to make ourselves feel better. The time period and simplicity of the story would work in a historical unit.

**33. Ichord, L. F. (2003). *Skill bread, sourdough, and vinegar pie: Cooking in pioneer days*. Brookfield, CT: The Millbrook Press.**

This book is not part of the cooking series mentioned elsewhere, and the book may be less useful than the other series of books. The pictures may be too young and cute for older elementary, but this book's visuals would work well with younger elementary. The content and verbal style, however, seem geared to older elementary. The teacher may want to use some of the factual information about cooking, how they obtained spices, how they cooked, which may be of interest to older children. Like the other books, the teacher could weave fractions and math principles into studying history and engage students through activity.

**34. Jurmain, S. (2005). *Forbidden schoolhouse: The true and dramatic story of Prudence Crandall and her students*. Boston: Houghton Mifflin.**

This story is about a white woman who taught African American girls. They were tormented, the house was set on fire. Pictures are artifacts. What a story of courage.

**35. Kalman, B. (2001). *Historic communities: Pioneer recipes*. New York: Crabtree Publishing.**

Again, this book is different from the history and recipe series, with the emphasis being on food and community. This book might be good to use with younger elementary children studying communities.

**36. Katz, W. L. (1999). *Black pioneers: An untold story*. New York: Atheneum Books for Young Readers.**

This book tells the story of all pioneers, but with a unique twist that includes the horrors of escaping slavery, being denied education, and racially-motivated mob attacks. Although this book may provide more detail that the teacher has time to fit into the curriculum, the teacher may want to use segments from the book. For example, there are segments about Missouri and Kansas in the book, which would be relevant to state history instruction. The teacher may want to use the book at the key vehicle to teach history during pioneer times. This impressive book contains drawings and photographs to help students understand the content. The teacher may want to use this book to prompt instruction and assessment regarding Recording Information. Below are Missouri expectations.

Grade 4 Identify relevant information and record main ideas and important details in own words	5 Use a specified note-taking format to record relevant information	6 Record relevant information using a variety of note-taking and <b>organizational strategies</b>	7 Record relevant information using a variety of note-taking and organizational strategies	8 Record relevant information using a self-selected note-taking or organizational strategy	9-12 Record relevant information from multiple primary and secondary sources
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**37. Kroll, S. (1996). *Pony Express!* New York: Scholastic.**

This story is about the first Pony Express ride in 1860. There is pre and post historical information and discussion about the influence of the telegraph. The illustrations accompanying the middle-later elementary text are beautiful. Apparently they've torn down the Pony Express barns in St. Joseph and put up a strip mall, although a field trip to the museum might have been an interesting experience for students.

**38. Kuedee, J. (2002). *How to draw Missouri's sights and symbols: A kid's guide to drawing America*. New York: PowerKids Press.**

This book—part of a series--gives written facts, photos, talks about the art of Thomas Hart Benton, and engages students through drawing activities. The book may prompt effective ideas for teaching Missouri history through drawing.

**39. Levitin, S. (1996). *Nine for California*. New York: Orchard Books.**

Stagecoaches were used most from about 1850 to 1890. This simple and amusing story with fun illustrations about a family's stagecoach ride is probably best geared for young elementary. This book would only take minutes to read to any age group, but could introduce more sophisticated math and social studies discussion about population. Students could look at population growth graphs <http://www.npg.org/popfacts.htm>, for example, the movement of population, and other elements.

**40. Linde, B. M. (2004). *Building Washington, D. C.: Measuring the area of rectangular shapes*. New York: Rosen PowerKids Press.**

The teacher may want to use this book to integrate math and history instruction. The book contains various story problems relevant to the design and survey of Washington DC. Also discussed is the building of the White House in 1792, the Capitol in 1793, and more modern buildings and monuments. The photos and other illustrations, historically-relevant

text, and math problems provide a skills approach to learning history. This book should work for mid to upper elementary learners. This book may work well for teaching and assessing Acquisition of Information. Below are the Missouri expectations.

Grade 2 Locate information on keywords and questions in provided resources, with assistance	3 Locate information on keywords in provided resources	4 Locate and use various resources to find information on keywords and questions	5 Locate and use various resources to acquire information to answer questions	6 Locate and use multiple resources to •acquire information •answer questions •support purpose
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7 Locate and use multiple resources to •acquire relevant information •evaluate reliability of information •fulfill research plan	8 Locate and use <b>primary</b> and <b>secondary sources</b> to •investigate research topics •acquire relevant information •evaluate reliability of information	9-12 Locate and use multiple primary and secondary sources to •select relevant and credible information •evaluate reliability of information •evaluate reliability of sources
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**41. Lyons, M. E., & Branch, M. M. (2000). *Dear Ellen Bee: A Civil War scrapbook of two union spies*. New York: Atheneum.**

This book may work with a Civil War Unit for upper elementary or higher. Students may find this book to be a clever and fascinating book. Although the letter-format is fictional, the book tells a true story. A black woman and a white woman worked for the Union cause. This book may not be appropriate to read cover to cover to a class, but it could be interesting to do so.

Just one letter a day, for example, would carry the discussion the entire year. The book could prompt many different kinds of discussions, including ones about historical figures.

**42. Manson, A. (2001). *House calls: The true story of a pioneer doctor*. Vancouver: Greenwood.**

This picture book of brown tone illustrations is geared toward older elementary, based on the writing style. The story is about a pioneer doctor and contains illustrations of story items—e.g., blood-letting tools, whiskey, garlic—which Dr. Hutchinson uses. Factual details make this story real and could prompt much discussion.

The story is told from the point of view of a girl who sees the many activities of the doctor, including his many roles in the community.

The PBS series “A History of US” by Joy Hakim <http://www.joyhakim.com/works.htm> may prompt ideas about how to use this book to teach history through stories because of the way it could make the information meaningful and memorable to students. The teacher should be able to find an array of recently published historical novels, picture books, and biographies were available.

**43. McGully, E. A. (2004). *Squirrel and John Muir*. New York: Farrar Straus Giroux.**

This book is about John Muir—an early naturalist in Yosemite Valley who founded the Sierra Club—and his young daughter called “Squirrel” This beautiful picture book is designed for early elementary. I would put together information about Muir—e.g., [http://www.sierraclub.org/john\\_muir\\_exhibit/](http://www.sierraclub.org/john_muir_exhibit/) --along with photos of Yosemite Valley so the students could imagine what it would be like to want to protect the land. This book would make a good historical bridge to science and environmental studies.

**44. Newton, D. E., Schlager, N., Sisung, K. (Eds.) (2001). *Science, technology, and society: The impact of science in the 19<sup>th</sup> century. Volume 1: Life science and medicine*. Detroit: UXL, An Imprint of the Gale Group.**

This comprehensive book is designed for older elementary or middle school students. Particularly relevant to teaching US history is Fulton's invention of the steamboat, Audubon's publication of *Birds of America*, McCormick's invention of the mechanical reaping machine, Goodyear's accident with rubber, Bell's invention of the telephone, Edison's creation of the phonograph, Michelson and Morley experiment with ether, and Hollerith's calculator. The book contains timelines, stories about scientists, and visuals to support the text.

**45. O'Donnell, K. (2005). *The California Gold-Rush: Multiplying and dividing using three- and four-digit numbers*. PowerKids: PowerMath.**

This book in the PowerMath series provides a way to approach math through pragmatic story problems from the Gold Rush period of early 1800s. Problems about the total number of nails settlers would need to build a cabin, gunpowder pouches needed for a battle, the number of passengers on the ships that set sail for the California gold rush, the time it took to drive the Oregon-California Trail, wagon train costs, mining camp supplies, cost of tools for mining, losses due to stolen money, mining permit costs, percentage of ethnic groups, Real photos, maps, signs, and artistic drawings bring history alive within the context of math.

**46. Polacco, P. (1994.) *Pink and Say*. New York: Philomel Books.**

For a Civil War unit, this picture book has mature pictures, which are beautiful. A black teen Union soldier saves a white soldier, they hide, then are found and taken away. The Confederates hanged Pinkus (the Black teen) and imprisoned the White teen. The White teen

survived, and the book is a true story passed down through oral history of his family. A teacher may want to use this powerful and moving story for any age student.

**47. Porter, C. (1993). *1864 meet Addy: An American Girl* Middleton, WI : Pleasant Co.**

As part of a Civil War Unit, this book is one of the American Girls Collection. This book is about slavery, looking through the eyes of a young girl. Students may find this book interesting, with its beautiful drawings and real photographs. This book looks like a positive way to teach history.

**48. Romano, A. (2005). *A historical atlas of the United States and its territories*. New York: Rosen Publishing.**

The various maps and historical text of this book tell about United States historical expansion. The book will help students visualize the geography of US history. This book is one in a series, which includes *A Historical Atlas of the American Revolution* and others.

**49. Rappaport, D. (2002). *No more! Stories and songs of slave resistance*. Cambridge: Candlewick Press.**

Appropriate for a Civil War unit, this book contains dramatic pictures to accompany short stories, poems, and songs about slavery. Language learning through song can be effective.

**50. Schmidt, R. (2006). *How to draw the life and times of Abraham Lincoln: A kid's guide to drawing the presidents of the United States of American*. New York: PowerKids Press.**

This book would work in a Civil War unit. This book is another fascinating book in the series. There are historical facts, photos, and the drawing, which will actively engage students. The drawing may be appropriate for students with limited written English, enabling them to express curricular content through drawing and prompting them to discuss concepts orally.

**51. Scholastic. (2002). *The Star-spangled banner*. New York: Scholastic, Inc.**



The teacher may want to use this book in connection with teaching about Key's 1800 Star-spangled banner. With an illustration for each phrase of the national anthem, students should be able to understand the sophisticated words of the anthem. Although geared for young children, the book may be helpful for elementary children slightly older.

**52. Simmons, M. (2002). *Millie Cooper's ride: A true story from history*. Albuquerque: University of New Mexico Press.**

This War of 1812 story about the Missouri frontier might offer an interesting stimulus for studying history, talking about courage, examining the differences of times, and teaching Missouri history. The British and Indian nations attack Fort Cooper, where Millie and other families are staying. Twelve-year old Millie ride to Fort Hempstead to find help. Students should enjoy and learn from this interesting story, with hand-drawn pictures.

**53. Sis, P. (2004). *The train of the states*. New York: Harper Collins.**

Fascinating drawings for mid-older elementary may help students learn curricular content about the states. Each train car provides key information about the state, including the date of statehood, historical facts, and items of interest. This book could tie into building the railroad westward also.

**54. Smolinski, D. (2003). *Soldiers of the Spanish-American War*. Chicago: Heinemann Library.**

This book provides a brief history of the Spanish-American War of the US against the Spanish Army over their colonies of Cuba, Puerto Rico, and the Philippines (1898). The war enabled the US to emerge as a world power and gain naval bases in Cuba and the Pacific. The book discusses women, African, and Native Americans in the war.

**55. Spangenburg, R., & Moser, D. K. (1994). *The history of science in the nineteenth century: On the shoulders of giants*. New York: Facts on Files.**

This book for older elementary describe men and women of science in the nineteenth century. Although the approach is international, the teacher could use the book to show students the type of science that took place in the nineteenth century in the physical and life sciences. Topics of discussion include atoms and elements, chemistry, energy, magnetism and electricity, sky and earth, Darwin, and organs, germs and cells.

**56. Stanley, J. (2000). *Hurry freedom: African Americans in gold rush California*. New York: Crown Publishers.**

This book is the story of the African Americans who participated in the California gold rush. There were 4 million African American slaves in the US at the time gold was discovered, one thousand of which were brought to work the gold fields. About 600 escaped to freedom on the way, many going to Mexico, where slavery was illegal. At least 300 worked their way out of slavery. Some ex-slaves were able to work the gold fields to earn enough money to buy freedom for family members. Others benefited from the business opportunities caused by the growth of California. This fascinating account of a little known part of US history will appeal to upper elementary students. The time period photographs are dramatic.

**57. Supples, K. (2005). *The Civil Rights Movement: People who changed America*. Washington D.C.: National Geographic.**

This book may be useful to tie Civil War and other historical units to more current historical perspectives. This book is an attractive book, with photographs and information from the 1950s and 1960s. If students respond well to the link between earlier and more recent history, the teacher may want to investigate other books in the "Reading Expeditions" series.

**58. Thompson, G. (2002). *A homesteading community of the 1880s*. Washington DC: National Geographic.**

Students may be attracted to this fascinating book about an African American community of Nicodemus, Kansas, which was settled by sharecroppers in 1878. The real photographs are remarkable. The story is told from the point of view of a 12 year old girl. Photos of farmland today, maps, and Thomas Hart Benton oils, and original artifacts may be particularly interesting for students to study. For a language arts activity, the teacher may want to work with the class to orally create or write a folk tale or heroic tale using a real or imagined person from this book.

Instructional helps: [http://www.ngschoolpub.org/parts/articles/41211\\_tg.pdf](http://www.ngschoolpub.org/parts/articles/41211_tg.pdf)

**59. Tripp, V. (2003). *Thanks to Josefina*. Middleton, WI: Pleasant Company Publications.**

This book is part of the American Girls Collection. This attractive little novel tells the story of Josefina and her family in 1824. The book will make an effective integration with discussions about US history regarding Mexican trade in the US, Indian blankets, weaving, and textiles. The book provides a project for tie-dying a shirt using onions. This book has the potential to quickly engage students with US history in a personal way. The novel may prompt students to write their own novel. The teacher could write or say the first line, then the first student could add a line, then the next student could add an idea, and so on, until an entire story was created with a contribution from each student in the class.

**60. Tudor, T. (1938). *Pumpkin moonshine*. New York: Oxford University Press.**

This is a primary book set in pre-1900s Connecticut. The lovely little story could prompt discussion about holiday traditions and life on the farm in the US. The illustrations provide an amusing and exciting crescendo. The teacher may want to use this book around Halloween as a

seasonal story about scaring people, which is not a scary book at all. The book could prompt talk about what life in the US was like during earlier periods: When did this story take place? How can you tell? How was Halloween different then?

**61. Wilson, N. (2004). *The census and America's people: Analyzing data using line graphs and tables*. New York: PowerMath-Rosen.**

The first US census was signed by George Washington in 1790, with a population of 813,365. This book could fit well by integrating graphs and tables with discussions of US history. The book discusses immigration and population growth, growth of minority groups, which could integrate well into a multi-disciplinary skills approach to teaching US history.

**62. Wisler, G. C. (1991). *Red cap*. New York: Lodestar.**

For a Civil War unit, this story is about a 13 year old boy who becomes a drummer in the Union army. He is captured and imprisoned in a Confederate prison where 13,000 men died. The book is based on Ransom J. Powell, 1849-1899, private and drummer Company 1, 10<sup>th</sup> West Virginia Volunteer Infantry. Although the reading level is 5.4, but the language may be too complicated for some English language learners. If the teacher read the book, however, this content might be quite engaging for learning language and history.

**63. Wisler, G. C. (1995). *Mr. Lincoln's drummer*. Puffin Books.**

For a Civil War unit, here is another quality Civil War historical novel by G. Clifton Wisler: *Mr. Lincoln's Drummer* and *Red Cap*. This book is based on a true story about ten-year-old Willie, who became a drummer in the Union army. The class will want to look on a map the various locations that are mentioned. The language seems easier in this one compared to *Red Cap*, although this book is also 5<sup>th</sup> grade reading level.

**Sound CDs**

**64. Jimerson, D. (1999). *Lincoln's favorite music*. Amerimusic.**

Douglas Jimerson sings an array of songs from the period, including emancipation spirituals, selections from favorite opera e.g., Faust) and patriotic songs. One of the booklets with a CD--*Lincoln's Favorite Music*--talked about how President Lincoln went to the camps around Washington DC many nights where the escaping slaves lived. Lincoln would often become choked up and cry while he sang there. The accounts say he was never "The President," but simply a man of compassion during those visit.

**65. Mormon Tabernacle Choir. (n.d.). *Songs of the Civil War & Stephen Foster favorites*. New York: Sony.**

The stirring renditions include some well-known songs from the period.

**66. Para, D., Dyer, B, & Barton, C. (1995). *Rebel in the woods: Civil War songs from the Western border*. Booneville, MO: Big Canoe Records.**

This CD may work particularly well in bringing alive Missouri history. This CD was done locally and was about the Missouri-Kansas Western border war. I knew a little about all that and the burning of Lawrence by Missouri marauders, but I knew plenty by the time I read the booklet to my husband while he drove, and we listened to all the songs which were stories from that period. Missouri is technically considered a Union state in most accounts because of the German immigrants who lived in St. Louis. They were able to quickly drive back the attacks on St. Louis by Jackson who sought to--but was unable to--bring St. Louis under control and therefore get Missouri under the Confederacy.

Much of the rest of Missouri was settled by people from Kentucky and Tennessee, so because of their feelings, the state was not strictly Northern. I've never quite understood how this worked, although I'd heard about Quantrill, Jesse James, and the burning of Lawrence, KS. I

didn't realize there were multiple bands of guerilla-marauders on both sides trying to kill each other so that Missouri had its own war beyond what we think of as the Civil War.

Missouri must have been total chaos during that time period. Terrell started in the Confederacy, was captured, for example, and put in a Union prison, so he joined the Union army. Terrell was the one who killed Quantrill, and even his family hated him for that because they were Confederate. Terrell's Union group was known for killing civilians (North and South).

In St. Louis, Jackson and others tried to work out a compromise to make Missouri neutral and out of the war, but General Lyon refused to compromise and declared war. Jackson went to Jefferson City to get thousands of soldiers to attack Lyon in Boonville, where Lyon won. Although I knew some of the counties around Jefferson City seceded from the Union-- Calloway County was never brought back into the Union after the Civil War--I didn't realize the extent this was a planned and organized part of the Confederate strategy. General Lyon was the first General to die in the Civil War, and he died in Springfield (he was stationed in Kansas). He had become fanatical about stopping the Missouri guerillas and some historians think without him the whole Missouri-Kansas border war never would have developed because Missouri would have been a neutral state.

The attack on Lawrence, KS--remember John Brown's Jayhawks were radical abolitionist guerrilla fighters -- was prompted because the Union took a bunch of women related to these pro-slavery guerrilla fighters. The Union held the women in an old building in Kansas City, to bring out the marauders. Unfortunately, the building collapsed and killed or maimed many of the women. Anderson's sister was killed there, which turned him into a maniac about revenge, so he led the attack on Lawrence. I'd heard before that it was Jesse James watching his step-father being hanged in front of him that turned him into a guerilla fighter.

Some of the Confederate guerillas would take uniforms from dead Union soldiers, infiltrate the Union troops and kill each other. By the end of the war there were a bunch of small groups of outlaws from both sides trying to kill the groups from the other side, and both sides robbed and killed civilians and savagely killed each other.

**67. Taylor, J., Adams, S. K., Breene, B., Jones, C., Pedi, D., Magill, B., Phillips, B., Phillips, S. (2001). *The Civil War collection*. Mars Hills, NC: Peral Mae Music.**

This recording provides an interesting combination of dulcimers, guitars, vocals, whistle, cello, and harp.

**68. Wildhorn, F., Boyd, G., and Murphy, J. Music and production by Frank Wildorn. (1998). *The Civil War*. Nashville: Flash Music Inc.**

Charlie Daniels begins the CD with a moving spoken prologue about the Civil War, quoting Whitman. I didn't realize more Americans died in the Civil war than all other wars combined. This CD is mostly music, however. The teacher may want to play this CD as background during reading and study of the Civil War. This particular CD is performed by modern country singers. The words are from historical stories, but the music is modern. The booklet provides words to all the songs so the learners could read along with words. Travis Tritt's *The Day the Sun Stood Still* is based on the words written by a Confederate officer and aide to General Stonewall Jackson.

### **Internet Resources**

The teacher of English language learners may need to find ways to reconcile the pragmatics of using normed measures in combination with authentic assessment to obtain the information needed for instructional decision-making and to best help students learn. This issue is relevant to the field because of these reasons:

- (a) There is a growing percentage of culturally diverse students in the US educational system.
- (b) There is a wider range of educators who need to assess students classified as eligible for ESL/ELL services.
- (c) The challenges of students who are classified as ESL/ELL require that educators use assessment to facilitate more effective instruction.

### **Example English Language Proficiency Assessment Measures**

CAL Second Language Proficiency Assessment, David MacGregor

<http://www.cal.org/resources/faqs/rgos/assessment.html>

English Language Learners and No Child Left Behind (NCLB) Testing

Requirements (AFT) <http://www.aft.org/topics/nclb/downloads/QAELL0404.pdf>

ERIC Bibliography: K-8 Foreign Language Assessment - Oral Proficiency Testing

ERIC Digests: ACTFL Speaking Proficiency Guidelines - Alternative Assessment and Second

Language Study: What and Why? - Considerations in Developing and Using Computer-

Adaptive Tests to Assess Second Language Proficiency - Simulated Oral Proficiency

Interviews: Recent Developments

Handbook of English Language Proficiency Tests, by Vecchio & Guerrero, New Mexico

Highlands University <http://www.ncela.gwu.edu/pubs/eacwest/elptests.htm>



Language Assessment, Mora, San Diego State University

<http://coe.sdsu.edu/people/jmora/LangAssessmtMMdl/>

Limited English Proficiency Students and Mathematics, Bibliography, Lockwood

<http://mathforum.org/~sarah/Discussion.Sessions/biblio.bilingual.html>

Massachusetts English Language Proficiency Assessment (EPA)

<http://www.doe.mass.edu/mcas/2003/news/0509memo.html>

Michigan ELPA [http://www.michigan.gov/mde/0,1607,7-140-22709\\_40192---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_40192---,00.html)

Nevada English Language Proficiency Assessment (ELPA)

<http://www.doe.nv.gov/statetesting/langprofassess.html>

Oral Proficiency Testing Bibliography ERIC/CLL Minibib, 1996, Kenyon

<http://www.cal.org/ericcll/minibibs/oralprof.htm>

Oregon Statewide Assessment. <http://www.ode.state.or.us/search/results/?id=169>

NAEP U.S. history assessment was administered to students in grades 4, 8, and 12 throughout the nation from January to March 2006. <http://nces.ed.gov/nationsreportcard/ushistory/>

The 1994 and 2001 NAEP US History Assessment, National Assessment Governing Board <http://www.nagb.org/pubs/hframework2001.pdf>

*Stanford English Language Proficiency Test (Stanford ELP)*

<http://harcourtassessment.com/HAIWEB/Cultures/en-us/dotCom/SELP/Stanford+English+Language+Proficiency+Test.htm>

Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) <http://www.va.nesinc.com/>

Wisconsin Standards and Assessments <http://dpi.wi.gov/oea/ells.html>

**Example English Language Learners and Multicultural Education Resources**

African American related content books. Just for Kids: <http://www.just-for-kids.com/ETHAA9A.HTM>

English Language Teaching -- Lesson Plans (Ohio

U.): <http://www.ohiou.edu/Esl/teacher/plans.html>

ESL Lesson Plans and Resources (Levine, CSU): <http://www.csun.edu/~hcedu013/eslplans.html>

TESL Lessons (The Internet TESL Journal): <http://iteslj.org/links/TESL/Lessons/>

### **Example History Resources**

Civil War novels: <http://www.brick.net/~classact/F-civilwar.html>

Colonial America Thematic Units (The Teacher's Corner. Net)

<http://www.theteacherscorner.net/thematicunits/colonial.htm>

Expansion of the United States, 1846-48 (Smithsonian):

[http://www.smithsonianeducation.org/educators/lesson\\_plans/borders/resources.html](http://www.smithsonianeducation.org/educators/lesson_plans/borders/resources.html)

Mid-Continent Library Historical Fiction:

<http://www.mcpl.lib.mo.us/readers/series/juv/subject.cfm?id=7>

Revolutionary War (KSU): <http://edtech.kennesaw.edu/web/amrevol.html>

Revolutionary War Lesson Plans (Pro Teacher): <http://www.proteacher.com/090022.shtml>

Teaching About the Americas (Reta-Net): <http://retanet.unm.edu/index.pl?section=1996LPs>

US-Mexican War (Pro Teacher): <http://www.proteacher.com/090099.shtml>

World Almanac Education Group Content is a Direct Quotation

from: <http://www.worldalmanacforkids.com/explore/timeline3.html>

### **Example Resources for English Language Learners Eligible for Special Education Services**

Educator's Reference Desk: <http://ericir.syr.edu>

Full-Text Education Journals Online

<http://www.lesley.edu/faculty/kholmes/libguides/edjournals.html>

Britannica Search: [www.britannica.com/search](http://www.britannica.com/search)

Discussion Lists (Virginia)

<http://curry.edschool.virginia.edu/sped/projects/ose/resources/spedlists.html>

Education Week <http://www.edweek.org/ew/index.html>

Electronic-School: <http://electronic-school.com>

Free Yellow <http://special.ed.freeyellow.com/>

Government Agencies <http://www.geocities.com/Athens/Styx/7315/subjects/Govagencies.html>

Grassroots.org [www.special.education.org](http://www.special.education.org)

Learning Disabilities, Special Education Listservs <http://ericec.org/ld-sped.html>

Michigan [http://www.michigan.gov/mde/0,1607,7-140-5233\\_5988-13889--,00.html](http://www.michigan.gov/mde/0,1607,7-140-5233_5988-13889--,00.html)

Missouri Listserv

<http://dese.mo.gov/divspeced/Administration/ListServPostings/LS05.24.06.html>

Open Directory Project [http://dmoz.org/Reference/Education/Special\\_Education/Support/](http://dmoz.org/Reference/Education/Special_Education/Support/)

Response to Intervention, or RTI <http://www.wested.org/nerrc/rti.htm>

Taylor & Francis <http://www.tandf.co.uk/journals/journals.asp?subcategory=ED750000>

Texas <http://www.tea.state.tx.us/special.ed/>

The Journal: [www.thejournal.com](http://www.thejournal.com)

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